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ABSTRACT

This final report is a summary of a conference designed to show the importance of adult education for the next century, encourage worldwide commitment to the right of adults to education, and strengthen and expand international cooperation. Part I consists of the summary of the plenary discussions: introduction, speakers and opening speeches, and work of the conference with lists of speakers and speeches. Part II lists the commission sessions, thematic working groups, and public round tables. Part III presents the three documents issued by the conference: report of the conference by the Rapporteur-General, a synthesis of the main trends of the discussions; "Hamburg Declaration on Adult Learning"; and "Agenda for the Future," 10 thematic headings under which adult learning was considered. Appendixes contain the following: the agenda; "Opening Address" (Henning Voscherau) on the key functions of adult education; "Keynote Address" (Sheikh Hasina) on Bangladesh's efforts to eradicate illiteracy; "Opening Address" (Roman Herzog) on the role of lifelong learning in the German economy; "Address" (Federico Mayer) on defining the new roles that adult education must play to meet the aspirations of women and men in all countries in the future; "Address" (Rita Sussmuth) on lifelong learning and the conference's challenges and opportunities; "Address" (Kim Howells) on what the United Kingdom is doing to create a learning society; lists of thematic working group members, participants of public round tables, participants, and conference secretariat and local support personnel. (YLB)

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ED 419 957

Final Report

Fifth International Conference on Adult Education

Hamburg, Germany 14-18 July 1997

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Final Report

Fifth International Conference on Adult Education

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This report was jointly prepared by
the Literacy and Adult Education Section at UNESCO HQ in Paris
and
UNESCO Institute for Education in Hamburg

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PART I

Summary of the Plenary Discussions

A. Introduction

1. The 5th International Conference on Adult Education (CONFINTEA V) was convened by the Director-General of UNESCO in pursuance of resolutions 1.1 (para 2.A.g) and 1.4 (para 3) adopted by the General Conference at its twenty-eighth session of the General Conference of UNESCO and in accordance with the work plan of the Approved Programme and Budget for 1996-1997 (28C/5 Approved, para 01507). At the invitation of the Government of the Federal Republic of Germany, the Conference was held at the Congress Centrum Hamburg from 14 to 18 July 1997. The Conference was organized with the following partners: FAO; ILO; UNAIDS; UNICEF; UNDP; UNFPA; UNHCR; UNIDO; World Bank; WHO; Council of Europe; European Union; OECD.

2. The Conference was attended by a total of 1507 participants including 41 Ministers 15 Vice-Ministers and 3 Sub-Ministers: 729 representatives from 130 Member States; 2 Associate Members; 2 Non-Member States; 1 Palestine; 14 representatives of Organizations of the UN System, and 21 representatives from Intergovernmental Organizations, 478 NGO representatives; and 237 foundation representatives (Annex X).

3. The CONFINTEA V was held on the eve of the new millennium and followed the four previous Conferences (Elsinore, 1949; Montreal, 1960; Tokyo, 1972; Paris 1985). A wide range of preparatory activities - five regional consultations, (Barcelona, Cairo, Dakar, Jomtien, Brasilia), a questionnaire sent to all Member States and 12 international NGOs and various meetings with different thematic groups - have been carried out in the course of preparing the Conference.

B. Opening of the Conference

4. The Plenary Session opened with the presentation of speakers by Ms Kasama Varavarn, Chairperson of the Governing Board of the UNESCO Institute for Education and by dance performance groups from Thailand, Brazil and Germany.

5. Mr Henning Voscherau, First Mayor of the Free and Hanseatic City of Hamburg, welcoming all participants to the City of Hamburg, stressed that education and adult education are instruments which foster competence, values and behaviours to meet the challenges of tomorrow and to enable the nations of the world to live peacefully together (Annex II).

6. Her Excellency Ms Sheikh Hasina, Prime Minister of the Peoples' Republic of Bangladesh, in her keynote address, spoke on the importance of adult literacy, the close linkage between education and economic productivity and the need to ensure high quality adult learning in the perspective of lifelong learning. She stressed that "international co-operation will bring forth a prosperous world community - one in which even the poorer developing nations can begin to share in the new growth possibilities opened up by recent technological advances" (Annex III).

7. The President of the Federal Republic of Germany, Mr Roman Herzog, referred to his country's 46 years' commitment to UNESCO and pointed to the fact that "the UNESCO Institute was the first institution of the international community to be established in this country." Referring to CONFINTEA V, he, moreover, underlined the importance of a new form of growth supported by knowledge, lifelong learning and the role of adult education to promote peace (Annex IV).

8. Mr Federico Mayor, the Director-General of UNESCO, welcomed all participants to CONFINTEA V and expressed the hope that the Conference would "define the new roles of adult education to meet the aspirations of women and men in all countries within the new world that is taking shape about us". He then requested participants to observe a one minute silence in remembrance of Paulo Freire who "revolutionalized" the whole concept of education by linking literacy and liberation. Mr Mayor posed a question "How will the Hamburg Conference be remembered fifty years hence?" He answered that it "depends on our vision and commitments, now and hereafter". He also reminded participants that CONFINTEA V is different from the previous ones in so far as it aims at reaching the outcome of the Conference through a close dialogue and partnership with NGOs. Finally, Mr Mayor interrupted his speech for a few minutes to give the floor to Ms Nonkosinathi Hathuku from Hanover in the Northern Cape Province of South Africa, a former adult illiterate, who has become literate through her participation in the Masakhane Literacy Project to present her personal experience and opinions on how useful and important it is to be a literate person (Annex V).

C. Work of the Conference

9. At the end of the Opening Ceremony, the Plenary meeting moved on to item 2 of the provisional agenda (Annex I) and elected Ms Rita Süssmuth, President of the German Parliament, as the President of the Conference. Stressing that "continuing education is an investment for the future", she asserted : "adult education must involve people as actors who decide for themselves in the societal process of change, and give them the knowledge they require for this purpose, together with the skill to apply this knowledge responsibly." She spoke on the opportunity and challenge of lifelong learning, the importance of open lifelong learning without frontiers and also the new alliances between the state, civil society, NGOs and private organizations.

10. Upon adoption of the Rules of Procedure, the Conference elected the following Members of the Bureau of the Conference:

President:	Ms Rita Süssmuth President of the German Parliament
Vice-Presidents:	Mr Ashk Sadeque Minister of Education, Bangladesh
	Mr Emil Gheorghe Moroianu Director-General of International Relations Ministry of Education, Romania

Ms Pauline Marois
Minister of Education, Quebec, Canada

Mr Abdul-Jabbar Tawfik Muhamad
Minister of Education, Iraq

Ms Aissata Moumouni
Minister of Education, Niger

Mr Jaime Nino Diez
Minister of Education, Colombia

Mr Fenton Ferguson
Parliamentary Secretary
Ministry of Education, Youth and Culture, Jamaica

Chairperson of Commission I	Mr Luis Benavides Director, Centro Internaciónal Prospectiva y Altos Estudios, México
Chairperson of Commission II	Dato Haji Annuar Bin Haji Musa Minister of Rural Development, Malaysia
Rapporteur-General	Ms Esi Sutherland-Addy, Ghana

The drafting committee, composed of persons from different regions, was created and worked closely with the Bureau of the Conference in order to examine and incorporate draft amendments into the draft Declaration and the draft Agenda for the Future. The drafting committee consisted of the following members:

Mr J Ellis (Chairman, Namibia); Mr A Manouaun (Ivory Coast); Ms S Correa (Brazil); Mr L E Lopez (Peru); Ms M L Doronila (Philippines); Ms T Marja (Estonia); Mr S Poulsen-Hansen (Denmark); Ms Al-Doy (Bahrain); Mr Daswani (India); Mr T Geer (Australia).

11. The Plenary of the Conference, after adopting the Organization of Work and of the Agenda, welcomed Mr Kim Howells, Minister of Lifelong Learning, Department for Education and Employment, United Kingdom. He declared: "Today is part of this new beginning for the UK - our first opportunity since we were elected to contribute to a major UNESCO conference as a Member". Expressing his Government's pledge to work with UNESCO closely, he concluded: "We have put education at the heart of our national agenda. I am proud that we are once again part of UNESCO because UNESCO too has education at the centre of its priorities" (Annex VII).

12. The Plenary meeting then dealt with oral reports on the results of the regional consultation meetings. In addition, one or two ministers from the regions were invited to address the Plenary, as well as representatives from regional organizations.

The following delegates addressed the Plenary on behalf of their regions:

Asia and Pacific Region:	Ms Kasama Varavarn, Director of Non-formal Education, Ministry of Education, Thailand; Ms Maria Lourdes A Khan, Secretary General, ASPBAE; Mr S R Bommai, Minister of Human Resource Development, India.
European Region:	Mr Jürgen Rüttgers, Minister of Education, Science, Research and Technology, Germany; Mr Ole Vig Jensen, Minister of Education, Denmark; Mr Antoni Comas, Minister of Social Welfare of the Catalan Region of Spain; Mr Paolo Federighi, European Association of the Education of Adults; Mr Mait Klaassen, Minister of Education, Estonia.
African Region:	Mr Mammadou Ndoye, Minister of Education, Senegal; Mr Albert Mberio, Minister of Education, Central African Republic; Mr Arnaldo Valente Nhavoto, Minister of Education, Mozambique.
Latin American and Caribbean Region:	Mr Jaime Nino Diez, Minister of Education, Colombia; Ms Celita Eccher, NGO representative of CEAAL; Mr Renford Shirley, President, Caribbean Regional Council for Adult Education (CARCAE); Ms Josefina Bilbao, Minister for Women, Chile.
Arab Region:	Mr Hamed Ammar, Ain Shams University, Egypt; Ms Nadia Gamal El Din Yousef, Director, National Centre of Educational Research and Development, Egypt; Mr Ibrahim Alsheddi, Assistant Deputy Minister of Education for Culture, Saudi Arabia.

13. Along with the presentations of the Regional Reports, the following representatives of Organizations of the United Nations System, Intergovernmental Organizations and NGOs delivered speeches:

OECD:	Mr Thomas Alexander, Director of Education, Employment, Labour and Social Affairs
UNDP:	Mr Richard Jolly, Special Advisor to the Administrator
ICAE:	Ms Lalita Ramdas, President
UNFPA:	Mr O J Sikes, Chief, Education, Communication & Youth Branch
UNICEF:	Ms Mary Joy Pigozzi, Senior Advisor - Education
World Bank:	Mr John Oxenham, Senior Training Officier
European Commission:	Mr Tom O'Dwyer, Director-General of the Directorate-General XXII

14. Included in the Plenary of the Conference was a Dialogue session with multilateral agencies and delegates on the theme "The future of co-operation in lifelong learning", in which the following persons participated:

Chair: Mr Boutros Boutros Ghali, former UN Secretary General

Moderator: Mr Wadi Haddad

Panelists:
1. Ms Huguette Labelle, President, CIDA
2. Mr Ingemar Gustafsson, Director, SIDA
3. Mr John Lawrence, Education-for-All, UNDP
4. Mr Richard Sack, Secretary-General, Association for the Development of Education in Africa
5. Mr Mohammad Ahmed Rasheed, Minister of Education, Saudi Arabia
6. Mr Soedijarto, Director-General, Out-of-School Education, Youth and Sports, Ministry of Education, Indonesia
7. Mr Johann Galtung, Professor of Peace Studies, Norway
8. Mr Rafael Roncagliolo, World Association of Community Radios, Peru

15. At the Closing session of the Conference, Ms Süssmuth, President of the Conference, declared that the Hamburg Conference was a success in terms of the richness of the ideas and of the strong commitment manifested by participants. At the same time, the Conference addressed a range of problems which lie ahead of us. The Report of the Conference presented by the Rapporteur-General, Ms Esi Sutherland-Addy, the Declaration and the Agenda for the Future were adopted. There were short interventions by a ministerial representative from each of the four groups: Ms Gufu Ndbele, (Director of Adult Education and Training Department, South Africa); Mr Abdulazi Alsunbul, Deputy Director-General of ALECSO); Mr Abdellatif Fetni (Director-General of the National Office of Literacy and Adult Education, Algeria); Mr Devi Prasad Ojha (Minister of Education, Nepal); Mr Samuel Lichtensztejn (Minister of Education, Uruguay). A representative of the International Council for Adult Education also made an intervention, underlying the new co-operation between governments and civil society.

Mr Mayor, speaking for all the participants, thanked the Federal Government of Germany, the Free Hanseatic City of Hamburg, the University of Hamburg, and NGOs. He concluded: "It is our moment to seize this momentum, recover the basis for practice, and get to work. Rather than building a wall to keep out the wind, we must build a windmill and generate the tremendous human power that adult education and lifelong learning can bring."

PART II

A. Commissions

16. Two simultaneous Commission sessions were held with all participants and observers. Commission I dealt with the Declaration and Chapters I and X plus follow-up to the Agenda for the Future. Commission II dealt with the Chapters II to IX (incl.) of the Agenda for the Future. Commission I elected Mr Umaru Aji (Nigeria) and Ms Nora Rameka (New Zealand) as Vice Chairpersons and Mr Dominique Schalchli (France) as a Rapporteur. Commission II elected Mr Hussein Al Wad (Tunisia) as Vice Chairperson and Ms Vida A Mohorcia Spolar (Slovania) as a Rapporteur.

B. Thematic Working Groups

17. Following the Plenary Session, the following half-day mixed thematic working groups (Annex VIII) were organized and attended by specialists from governments, IGOs, UN bodies, NGOs, research centres and universities, etc. to discuss together the various concepts, issues, and prospects on the following themes centring around adult learning:

- *Literacy in the world and its major regions;*
- *Literacy and Learning strategies;*
- *Women's Education: The contending discourses and possibilities for changes;*
- *Changes in the world of work and their impact on adult education and training;*
- *University-community partnerships: Links with the adult education movement;*
- *Monitoring of adult learning for knowledge-based policy-making;*
- *Enhancing international co-operation and solidarity;*
- *The multiplicity of research on "Learning for all, a key for the 21st Century";*
- *Health promotion and health education for adults;*
- *Cultural citizenship in the 21st Century: adult education and indigenous peoples;*
- *Literacy, education and social development;*
- *Literacy research, evaluation and statistics;*
- *Literacy and technology;*
- *Literacy in multilingual/intercultural settings;*
- *Raising gender issues in different educational settings;*
- *Adult education and population issues in the post-Cairo context;*
- *Museums, libraries and cultural heritage: democratizing culture, creating knowledge and building bridges;*
- *The changing world of work: Implications for adult education programmes;*
- *Global community of adult education through information and documentation: developing a network of networks;*
- *Adult environmental education: awareness for environmental action;*
- *Adult learning for prisoners;*
- *Making education accessible and available for all persons with disabilities;*
- *The politics and policies of the education of adults in a globally transforming society;*
- *Literacy and basic skills for community development in industrialized countries;*
- *Literacy for tomorrow;*
- *Adult education and co-operation among majority and minority communities;*
- *New information technologies: a key for adult leaning;*
- *Adult environmental education;*

- *Policy and social implications of the changing world of work;*
- *Migrant education;*
- *Adult learning, democracy and peace;*
- *Adult learning and ageing populations;*
- *Universities and the future of adult education in the 21st Century: the demise of the ivory tower;*
- *The economics of adult learning: the role of government.*

C. Public Round Tables

18. Three self-financed public round tables were held during the Conference on the following themes (Annex IX):

- Learning gender sensitivity - practising gender justice;
- Cities of learning;
- Consequences of literacy: adult literacy and human-centred development.

PART III

Documents issued by the Conference

A. Report of the Conference by the Rapporteur-General

Madame Chair,
Members of the Conference Bureau,
Distinguished Delegates,
Distinguished Participants,

It is my very great honour to present to you the oral report of the Fifth International Conference on Adult Education.

What I have tried to do in this report with the help of a wonderful team from the Secretariat is to synthesize the main trends of our discussions, and to capture the general atmosphere of the Conference. I, however, take full responsibility for this presentation.

I will also be taking the liberty afforded me by this great opportunity to make a few, very brief, personal reflections on matters which have struck me profoundly during the Conference.

Oral Report Part I

The Free and Hanseatic City of Hamburg, with its tradition of openness, dialogue, creativity and hospitality, provided an exciting and dynamic scene for a wide and multiform exchange on adult learning for the twenty-first century.

One ambition of this Conference, which has brought together about one thousand five-hundred representatives of governments, NGOs and international agencies, was to capture, reflect and promote the multi-layered concept of adult learning to which different actors, the state, the civil society and the private sector and social partners are contributing within a concerted and negotiated framework.

The motto of the Conference, *Adult Learning as a right, a tool, a joy and shared responsibility*, truly reflected the atmosphere which prevailed. CONFINTEA V created the learning environment and practised the learning culture which has always characterized the adult education movements. Inter-learning, co-operation and exchange have taken place, not only in the formal sessions, but also during the multi-varied gatherings, the media events which culminated in the teleconferencing dialogue with India. A moment of learning took place also through the dialogue on the rebuilding and revitalization of two former industrialized cities, Detroit and Windsor. More importantly, a wide range and thorough exchange of experiences in building sustainable gender justice in education and development, formed part of the learning process.

On-going women caucuses, regional and subregional consultations, informal gatherings of all kinds, exhibits of colourful and symbolic art objects, freshly produced books, etc. played a constructive role in the Conference.

A moving homage to two eminent adult educators and world citizens, Dame Nita Barrow and Paulo Freire, provided an inspiring testament to the refreshing and lasting validity of the goals, methods and spirit of adult education.

1. We saw the emergence of a New Vision of Adult Learning: A Call for a Shift

Drawing attention to a politically, economically and socially transformed world, dramatically different from the realities of the Fourth International Conference on Adult Education held in 1985 the key speakers of the Conference called on the gathering to define the new roles of adult education which would take into account changes taking place.

They indicated that the challenges resulting from the ongoing process of globalization, the tension and risk of marginalization that characterize our present time that is pregnant of the hopes and fear of the nascent century, call for new and imaginative solutions. Therefore, the Conference was viewed and lived by many participants as a sounding board to construct a new vision, looking at adult learning as an integral part of a lifelong and life-wide learning process, promoting family and community learning as well as dialogue between cultures, respecting differences and diversity and thereby contributing to a culture of peace. Acknowledging the learners not as objects, but as subjects of their learning processes, adult education should more specifically contribute to:

- the struggle for social and economic development, justice, equality, respect for traditional cultures, and recognition of dignity of every human being through individual empowerment and social transformation;

- addressing human sufferings in all contexts - oppression, poverty, child labour, genocide, denial of learning opportunities based on class, gender, race or ethnicity;

- individual empowerment and social transformation.

A special call was made to the effect that adult education should target the educated powerful elites in society as much as those who are the so-called marginalized and illiterates, since the macro-policies such as globalization and structure adjustment which have affected the human condition so severely, are created today by the educated, the rich and powerful. This new vision of adult education calls for the creation of inclusive learning societies building on all the potential and resources of all the people and the environment.

2. Travelling from CONFINTEA IV to CONFINTEA V

The reports of the various regional consultations showed that while some progress has been made in adult education, the process since CONFINTEA IV (1985) has not been able to stimulate a major shift towards integrating adult education in the overall basic education country policies. The short accounts made, pointed to some trends and more specifically the regions reported in the following manner:

a. The African Region

Since 1985 an increasing number of adult illiterates have benefited from literacy programmes and numerous local initiatives; however, due to rapid population growth the absolute number of illiterates is still increasing.

Africa gives notice of the need to see adult education as a tool for development and indicates the need for politics of inclusion in the global management of information technology and world economies, particularly the debt burden, since the need for rapid modernization is as notable as they might be elsewhere in the world.

However, illiteracy is particularly high and human and financial resources for learning are difficult to mobilize due to civil wars, poverty and structural adjustment programmes. The mobilization of local communities and their commitment to the search for collective solutions to individual problems as well as their demand for more participation and responsibility in fostering sustainable development gives a ray of hope for the future.

The engine of this transformation is to be found in the emergence of an active civil society through associations, NGOs and other socio-professional and cultural movements. In response, African governments have undertaken reforms that seek to emphasize decentralization and grassroots empowerment for more significant participation in the national development.

b. The Asia and Pacific Region

- increasingly, policies and corresponding investments recognize adult education as a means to reach and empower the disadvantaged, to ensure equitable and sustainable development, to harness potentials for national competitiveness and to enhance lifelong learning opportunities;

- the vision and scope of adult education has expanded and created strategies developed as a result of partnership among educational institutions, NGOs, people's organizations, the media and the private sector as a whole;

- innovative models for mobilizing support for mass literacy campaigns and to provide alternative education for the out-of-school children were highlighted;

- greater concern for gender sensitivity, local responsiveness and quality are evident in many functional literacy programmes;

- closer linkages have been forged between education and sustainable development;

- new forms of vocational, technical and workplace education have been initiated.

c. The Latin American and Caribbean Region

There is pervasive evidence of NGO-government partnership in adult education which has led, for example , to innovations in curriculum development. In several countries women are increasingly seen as a priority group in education. However, educational policies do not yet respond to local realities and do not always go beyond conventional models of classroom teaching; building the largely desired multi-sectoral and inter-institutional co-operation has proven to be slow in taking the required foundation.

The region reports a notable increase in the role of the media and the involvement of civil society; a stronger involvement of the government in the field of adult education and the need for revising national educational policies from the perspective of lifelong learning.

One of the strongest recommendations of the region is that adult educators pay attention to the young adults as a key strategy. Latin America and the Caribbean strongly echoed the need for a creative management of the debt burden in favour of crucial programmes such as the programme of adult learning.

d. The European Region

Residual functional illiteracy is also a reality in this region and efforts are being made to monitor and control the circumstances that have brought it about. However, the concern for Europe is to move towards an expanded vision of adult education as an integral part of lifelong learning. There is recognition of the implications for education with regard to the diverse patterns of development in the region. The report put a new emphasis on lifelong learning with the Declaration of 1996 as European Year of Lifelong Learning.

One of the defining features of adult education is the growth outside the formal systems, initiated by a variety of popular movements ranging from trade unions to rural development organizations to temporary movements. Experience in Europe sharpened awareness of the rich diversity which exists not only of structures, but also of content and even of understanding.

The report emphasized the role of education in promoting the concept of active citizenship which comprises the ability to interpret experience, to make individual decisions, to participate in political processes and the fulfilment of individual dignity.

Europe calls for a radical change of attitude on the part of educational institutions and organizations, including the school system, universities, enterprises and all the social partners. An extended form of dialogue between institutions is therefore necessary to allow for mobility between different learning environments and to promote new kinds of learning for the acquisition of new knowledge. A dynamic lifelong learning environment cannot be directed from the top down, but presupposes a high degree of participation from adult citizens.

The region shared the following proposals for action:

- an hour a day of learning to create a culture of a learning society;
- the announcement of a world day of Adult Education.

e. The Arab Region

During the last 12 years the number of literate adults has increased significantly. Today, two third of the adult population of the region are literate. Beyond this general achievement, the literacy rate of women remains still significantly lower than that of men. To continue to correct this imbalance and to intensify the effort is a challenge for the years to come.

In the Arab region, a new trend is taking place where the priority of adult literacy is increasingly seen as an integrated part of the larger objective of education throughout the adult life. The first priority of 3 Rs for all is redefined in the larger version of the 3 Ls (lifelong learning for all).

Oral Report Part II
THEMATIC GROUPS

Let me now attempt the ambitious task of sharing with you the gist of the 33 working sessions of the thematic groups.

The richness of the panel discussions cannot be captured in a series of brief notes and I am sure all of us will be awaiting the publication on the proceedings and messages of this Conference as early as possible . We say in Ghana that when you want to speak to God you speak to the wind.

Governments were urged to give more recognition and support with regard to the following points raised in the different Working groups:

The Conference managed to stimulate a process of redefining literacy stressing the need to move away from the deficit approach. Literacy acquisition is concerned with the making of and participation in a literate culture at individual, local, national and regional levels. Apart from being considered a condition for economic development, literacy does contribute greatly to the facilitation of the lifelong learning process of adults and children, but at the same time, it can only be sustained, if embedded in a literate culture. Literacy has many faces and the diversity of literacies today has to be acknowledged and built upon. Literacy as a social practice has to build upon the existing capitals of local languages, cultures and knowledge - thus serving, inspiring and strengthening civil society and social justice.

The intricate relation between literacy and mother tongue was greatly emphasized; consequently in multilingual societies the broad and rapid promotion of literacy and education cannot be channelled through one official and foreign language; the participatory approach which is a key to adult education also means taking into consideration mother tongues. What then emerges is that multilingualism is not an obstacle, but a potential for literacy.

Literacy has recently become an issue also in the industrialized countries. They have come to acknowledge the fact that in spite of a range of experiences with alternative and successful literacy and basic skills programmes, exclusion from learning opportunities based on race, gender, social background is still rampant. The need for participatory approaches, recognition of cultural diversity, networking, partnership and flexibility were key issues raised. A young Canadian Inuit told us: "Everyone in Canada and everyone in the world has a part to play in ensuring that I keep my culture and my language."

Much has been said about the significant gap that often persists between what is claimed to be a literacy success and the actual result from the perspective of the grassroots. The quality and transparency of information has to be greatly improved. A better information base with better knowledge of what works, with whom and in what context, is the prerequisite for developing sustainable literacy policies and may result in increased financing. Monitoring adult learning is of essential importance provided that this does not limit creativity: a standardized module for adult education data collection, covering qualitative and quantitative elements, could be a precious tool for the community of adult educators and researchers. It is my sense that the Conference would like this to be further explored.

It was emphasized that in a dramatically changing world context the need for qualitative research is more important than ever. However, state policies are slow to change and most funding goes still to quantitative research.

There is a strong need for a network of networks of documentation and information services. In spite of the explosion of knowledge and new media, equitable access to information and knowledge on adult learning today remains a dream for many individuals and groups.

Adult education has always been confronted with the world of work, which is today rapidly changing. We need to redefine the concept of work, which has to go beyond the idea of paid work and pay tribute to every area in which productive and reproductive responsibilities are taken; this notably concerns women's activities. The new paradigm of work should inform adult and continuing education policies and inspire lifelong learning programmes in the work place. Those countries which do not have integrated adult education in their lifelong learning policies are urged to do so applying a participatory approach .

Furthermore, the 21st century will witness increasing migration which is likely to be linked with oppressive working and living conditions. There is a need for collaborative and sustained efforts to promote migrant education from the perspective of empowerment. This can be best achieved through a participatory learning approach integrating social and life skills, education for citizenship, human rights, consciousness-raising, as well as multi cultural and anti-racist education.

So-called minorities are often discriminated against, institutionally or in a subtle manner and hence are often deprived of many rights including the right to education. Feelings of deprivation create tensions that can easily escalate in armed conflicts. The uniqueness of minorities has to be respected and valued; actually it is the majority who has to unlearn discriminatory concepts, acquire knowledge and develop empathy and compassion in order to respect the diversity of cultures; it is the obligation of the educational authorities to see that teaching methods, learning approaches and curricula for adult and non-adult education reflect and enhance all these elements.

There is a positive trend of change in Government directives and policies towards indigenous people. The four "pillars of learning" from the Delors commission can be referred to indigenous people as follows:

- learning to be or the right to identity
- learning to know or the right to self-knowledge
- leaning to do or the right to self-development
- learning to live together or the right to self-determination

The reality of an ageing population was brought home to the Conference. More than 25% of the world population is over 60; this proportion in the population will rise constantly while societies are still ill prepared to face those historically new demographic conditions. Adult education can make a difference by promoting a new vision of older adults as autonomous, responsible persons and a productive force in society, giving them access to new knowledge and new learning. 1999 , the international year of the older people, is a strong symbol of our changing world, and demography.

Women and youth have been brought back to the centre of population issues from a human rights and a development perspective; this requires listening to their point of views and respecting them as active subjects, finding appropriate creative imaginative methodologies to educate a whole range of diverse groups in different situations.

In a plea for gender-sensitive lifelong learning, the need to recognize women's knowledge and potential was emphasized, particularly in an environment in which women's work tends to be devaluated. Although there are many excellent policy documents in place, the implementation is lacking. As women, including those of us who have achieved influential positions, we have the responsibility to use our power and competence to advance the education of girls and women.

While formal schooling in certain contexts has contributed to the emancipation of women, it is also true that it has resulted in the reproduction and reinforcement of gender inequalities and stereotype gender roles. Some non-formal education programmes have successfully addressed the issue of women's empowerment by building on their family and community experiences, but much remains to be done to implement programmes geared towards making both men and women gender-sensitive, thereby narrowing the existing social and economic gender gaps.

One of the hottest topics at the eve of an era of a world wide high tech web is new technology, and while it is true that technologies bear great potential for and can contribute to adult learning, given that there is the political will and support for the active appropriation of these tools, it is however important to remain critical about why how and for whom the technologies are being used.

We need to further explore ways in which new technology can be appropriately used for literacy and learning. Technology is a tool. We need to invest more time and money to train people in how to use technology for their individual development and that of their communities and to engage them in defining what technology means. This investment may be more crucial than investing more in the actual hard or software.

Our world is going through a process of great and rapid transformations deepening the processes of inequalities and widening the poverty gap amongst the global community. Education and learning, of which adult learning is indeed an equally important part, can contribute to responding to and shaping this transformation process for the good of the people. Many examples were provided a variety of strategies adopted by learning groups to overcome the present obstacles, be they structural, functional or concern the purpose and funding of their education. It was strongly emphasised that there persists a missing link between these rich experiences and constructive initiatives through networking.

In discussing the economics of adult learning the benefits of adult education and the issue of funding were considered. Adult education must be seen as a productive investment. Investing in adult education should result in positive returns not only in terms of economic growth but also improved quality of life and the overall development of society. Governments should guarantee a basic investment in adult education while developing a wide range of partnerships with other actors in the field. It was observed that there are hidden social costs resulting from non-investment. More research on cost benefit relationships in this domain is an urgent need particularly in order to guide and encourage a shift from supply driven education to demand driven systems of learning.

This Conference brought up the issue of adult education and the environment. It was found to be a crucial catalyst and facilitator in addressing the world's environmental problems, since adults are the current decision-makers of the world. Environment is projected as a key issue in adult education for the 21st century; it should ensure effectiveness of indigenous knowledge and develop a participatory approach to learning.

While universities should maintain their independence to retain their capacity to create and be innovative, institutions of higher learning should respond to the needs of societies to rethink education in a world of global change, establish links between research, training and services to the community, and implement international research and co-operation in the field of adult education.

Culture is of the utmost importance in a process of adult learning, and also an inalienable right. Cultural agencies and their resources such as libraries, museums, theatres, ecological parks and traditional community organisations, play an important role in this respect. The role of the cultural agencies is to contribute to personal and collective identity and creativity; the democratisation of their access, their networking and co-operation need to be pursued.

Adult education for democracy and peace needs to be critical, creative and compassionate, to develop capacities to feel, learn and act, locally, nationally, and globally. A real challenge for adult educators in many countries is to learn how to move from the politics of resistance to the politics of participation, how to move, while carrying hopes and dreams in a slow and fragile process of democratisation, towards strategies of economic development

Health education appears for the first time on the agenda of an international adult training conference. Discussions indicated that it should be an integral and significant part of adult education, as the level of education is reflected in health status; adult education being a process of enabling people to increase control over their life condition and welfare. This is of special significance to women who can gain control over their reproductive health and capacities: Health literacy is thus critical to empowerment.

I would like to conclude this report on the working group discussions by reminding our forum of our consistent reference made to NGOs dedication and know-how in the fields of adult learning; I should also stress the sense I had of a need to enhance, within a framework of partnership, international co-operation and solidarity. The key words are partnership versus assistance, participation, mutual giving and taking and networking. International co-operation and solidarity should seek to develop human development programmes to

- enable adult learning throughout life within and across sectors;
- maximize opportunities for adult learning by integrating adult learning components into all programmes and projects;
- increase capacity of all the non-traditional actors to participate actively in adult learning opportunities.

Oral Report Part III
IMPROVING THE DRAFT DECLARATION AND
THE AGENDA FOR FUTURE ACTION

The major and forward looking outcomes of the Conference, namely, the Declaration and the Agenda for the Future were divided between the two Commissions formed for each of them to address specifically clearly defined sections of these documents.

We were informed about 400 amendments which were received by the drafting committee. This high number reflects less a fragmentation, a tension than an enthusiastic effort to improve these documents to capture the booming reality of adult learning in all its political, socio-cultural, personal dimensions and its place and contribution to sustainable development, gender justice, peace, democracy, empowerment, economic growth and social transformation.

It was felt that in spite of the high dedication and the titanic work done by the drafting committee, on account of time constraints, the amendments submitted by some delegates were not fully reflected in the final documents. However, there is a general agreement that a consensus has emerged in respect to some key issues addressed by the Commissions and the Conference as a whole. These related in particular to:

- the transversal and all-pervasive dimension of gender and the need to build on the decisions and commitments made in Beijing, Cairo and Copenhagen, among others;
- the issues of minorities, disabled people and ageing populations and their overarching implications for educational policies;
- the transforming world of work and its impact on adult learning;
- the call for a shift and reconceptualization of literacy;
- the strong call for government commitment and shared responsibilities with civil society and private sector in investing in adult learning;
- the need to mobilize additional resources for the LDCs, through debt swap, transfer of resources from arm purchase and other modalities to be invented;
- the critical place of the civil society and national governments in the monitoring follow-up and watch of the implementation processes;
- the challenging idea put forward by the Minister of Education of Denmark to establish an 'International Academy for Education and Democracy', the main purpose of which would be to bring together people from all over the world to learn how education can activate the development of democracy and contribute to a sustainable culture of peace;
- the launching of a UN Week on Adult Learning to celebrate the learners, mobilize communities and to create an inclusive learning culture;

- the Conference was also used as a sounding board to assess the possibility of allocating an hour a day of learning to foster a culture of learning.

Friday 18 July 1997
PLENARY SESSION: MORNING

This morning we were offered another short plenary where the latest amended version of the Declaration and the Agenda were presented. While these amended documents were received with praise, we still thought that further minor amendments could be added and we trust the UNESCO Secretariat will faithfully integrate these elements into the final document.

CONCLUSION

May I take advantage of the auspicious opportunity offered by the office you have graciously bestowed on me in this Conference to make some observations on a few issues that have set me thinking and aroused my passions.

Firstly, I am struck by the sheer vastness of available new information and skills, the blazing speed of change and the immense opportunities offered by the millennium contrasted with the relentlessly growing numbers of people for whom basic literacy and numeracy remain a cruel illusion. I go away with the sobering realization that, unless policy-makers and implementors in the field of adult learning rally their forces persistently around the globe into the next century, the full effects of exclusion and marginalization will turn the promise of the coming century into a sour disappointment for all. Main-streaming adult learning by policy-making bodies of NGOs and multilateral bodies, making the appropriate links between human development priorities and wealth creation should be seen as a critical priority.

Some groups of stake-holders might have been given greater prominence. These are teachers, and the disabled, particularly disabled women. Perhaps we can on our return seek to improve the conditions and skills of those who deliver adult education, who are often isolated and poorly renumerated. As far as the disabled are concerned, it becomes apparent to me, using the situation in my region, that if an adult illiterate person is marginalized and a poor adult illiterate woman is even more marginalized, then what happens to a poor adult illiterate and disabled woman? Perhaps these issues must be taken up systematically at the next Conference.

May I observe further that this is not a Conference at which the debate about concepts and conceptualizations have been put to rest. There are many that have been raised or reinterpreted, such as adult education and adult learning, literacy and lifelong learning and so on. However, shall we say that it is a turning-point Conference, a Conference of its time in which redefinition is a prerequisite for facing rapidly changing times.

My perceptions have not all been gloomy, however, for it is indeed refreshing to have had exposure to so much commitment to the cause of adult learning from the results of arduous efforts presented to us from numerous parts of the world. As a person from a society whose educated elite have often been the greatest detractors from adult learning and indeed from their time tested indigenous forms of informal, non-formal and indeed formal learning methods, it gives me great encouragement to see that time and again, paradigms are shifting forward to endorse and preserve the educational foundations of indigenous societies. This is a forward

movement which should restore the self-confidence of many a people eroded by a heavy overlay of dated colonial legacies.

More importantly, one can expect that this will open the doors for creative inputs into the world of learning from a more representative sample of world cultures.

On this next point, I have struggled with myself because what I am going to say is almost a contradiction in terms. However, it is so significant that overt attention must be drawn to it. This is one Conference in which women have been smoothly and consciously integrated at the decision-making level without the usual self-conscious prattle and without tokenism. There has been effective participation of women in panels, and in delegations, and all of this has provided the opportunity for a critical mass of women to affect the proceedings of the Conference. I believe that I must, on behalf of all the women here and the millions who so badly require adult learning, warmly commend the examples set by this Conference as a minimum yardstick for future fora and indeed for our future work ethics.

Madame Chair, when I was coming to this meeting I wondered to myself about the twelve-year stretch between meetings. I do hope that the rarity of this encounter and the enormity of the task ahead has led you all to be open to a redefinition of traditional relationships. No doubt the Conference has chalked a landmark by putting government delegations and NGOs together. In observing the interaction the question I ask is: have we benefited from the experience? Or have we closed the door to the possibility of redefining our relationships? This should be an ever-present thought as we leave this Conference not because we do not know each others' weaknesses and parochial interests, but because we are awakened to the powerful synergy of our collective strengths.

I must now thank all those who supported me in writing this report. I thank the Conference for the immense confidence placed in me and hope that the report captures the main trends and insights of the Conference. Thank you all once again.

B. The Hamburg Declaration on Adult Learning[1]

1. We, the participants in the Fifth International Conference on Adult Education, meeting in the Free and Hanseatic City of Hamburg, reaffirm that only human-centred development and a participatory society based on the full respect of human rights will lead to sustainable and equitable development. The informed and effective participation of men and women in every sphere of life is needed if humanity is to survive and to meet the challenges of the future.

2. Adult education thus becomes more than a right; it is a key to the twenty-first century. It is both a consequence of active citizenship and a condition for full participation in society. It is a powerful concept for fostering ecologically sustainable development, for promoting democracy, justice, gender equity, and scientific, social and economic development, and for building a world in which violent conflict is replaced by dialogue and a culture of peace based on justice. Adult learning can shape identity and give meaning to life. Learning throughout life implies a rethinking of content to reflect such factors as age, gender equality, disability, language, culture and economic disparities.

3. Adult education denotes the entire body of ongoing learning processes, formal or otherwise, whereby people regarded as adults by the society to which they belong develop their abilities, enrich their knowledge, and improve their technical or professional qualifications or turn them in a new direction to meet their own needs and those of their society. Adult learning encompasses both formal and continuing education, non-formal learning and the spectrum of informal and incidental learning available in a multicultural learning society, where theory- and practice-based approaches are recognized.

4. Though the content of adult learning and of education for children and adolescents will vary according to the economic, social, environmental and cultural context, and the needs of the people in the societies in which they take place, both are necessary elements of a new vision of education in which learning becomes truly lifelong. The perspective of learning throughout life commands such complementarity and continuity. The potential contribution of adult and continuing education to the creation of an informed and tolerant citizenry, economic and social development, the promotion of literacy, the alleviation of poverty and the preservation of the environment is enormous and should, therefore, be built upon.

5. The objectives of youth and adult education, viewed as a lifelong process, are to develop the autonomy and the sense of responsibility of people and communities, to reinforce the capacity to deal with the transformations taking place in the economy, in culture and in society as a whole, and to promote coexistence, tolerance and the informed and creative participation of citizens in their communities, in short to enable people and communities to take control of their destiny and society in order to face the challenges ahead. It is essential that approaches to adult learning be based on people's own heritage, culture, values and prior experiences and that the diverse ways in which these approaches are implemented enable and encourage every citizen to be actively involved and to have a voice.

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[1] The term 'adult learning' used in the English version is translated differently in the other languages to take into consideration the expressions conventionally used in the different linguistic communities.

6. The Conference recognizes the diversity of political, economic and social systems and governmental structures among Member States. In accordance with that diversity and to ensure full respect for human rights and fundamental freedoms, this Conference acknowledges that the particular circumstances of Member States will determine the measures governments may introduce to further the spirit of our objectives.

7. The representatives of governments and organizations participating in the Fifth International Conference on Adult Education have decided to explore together the potential and the future of adult learning, broadly and dynamically conceived within a framework of lifelong learning.

8. During the present decade, adult learning has undergone substantial changes and experienced enormous growth in scope and scale. In the knowledge-based societies that are emerging around the world, adult and continuing education have become an imperative in the community and at the workplace. New demands from society and working life raise expectations requiring each and every individual to continue renewing knowledge and skills throughout the whole of his or her life. At the heart of this transformation is a new role for the state and the emergence of expanded partnerships devoted to adult learning within civil society. The state remains the essential vehicle for ensuring the right to education for all, particularly for the most vulnerable groups of society, such as. minorities and indigenous peoples, and for providing an overall policy framework. Within the new partnership emerging between the public, the private and the community sectors, the role of the state is shifting. It is not only a provider of adult education services but also an adviser, a funder, and a monitoring and evaluation agency. Governments and social partners must take the necessary measures to support individuals in expressing their educational needs and aspirations, and in gaining access to educational opportunities throughout their lives. Within governments, adult education is not confined to ministries of education; all ministries are engaged in promoting adult learning, and interministerial co-operation is essential. Moreover, employers, unions, non-governmental and community organizations, and indigenous people's and women's groups are involved and have a responsibility to interact and create opportunities for lifelong learning, with provision for recognition and accreditation.

9. Basic education for all means that people, whatever their age, have an opportunity, individually and collectively, to realize their potential. It is not only a right, it is also a duty and a responsibility both to others and to society as a whole. It is essential that the recognition of the right to education throughout life should be accompanied by measures to create the conditions required to exercise this right. The challenges of the twenty-first century cannot be met by governments, organizations or institutions alone; the energy, imagination and genius of people and their full, free and vigorous participation in every aspect of life are also needed. Youth and adult learning is one of the principal means of significantly increasing creativity and productivity, in the widest sense of those terms, and these in turn are indispensable to meeting the complex and interrelated problems of a world beset by accelerating change and growing complexity and risk.

10. The new concept of youth and adult education presents a challenge to existing practices because it calls for effective networking within the formal and non-formal systems, and for innovation and more creativity and flexibility. Such challenges should be met by new approaches to adult education within the concept of learning throughout life. Promoting learning, using mass media and local publicity, and offering impartial guidance are responsibilities for governments, social partners and providers. The ultimate goal should be the creation of a learning society committed to social justice and general well-being.

11. ***Adult literacy***. Literacy, broadly conceived as the basic knowledge and skills needed by all in a rapidly changing world, is a fundamental human right. In every society literacy is a necessary skill in itself and one of the foundations of other life skills. There are millions, the majority of whom are women, who lack opportunities to learn or who have insufficient skills to be able to assert this right. The challenge is to enable them to do so. This will often imply the creation of preconditions for learning through awareness-raising and empowerment. Literacy is also a catalyst for participation in social, cultural, political and economic activities, and for learning throughout life. We therefore commit ourselves to ensuring opportunities for all to acquire and maintain literacy skills, and to create in all Member States a literate environment to support oral culture. The provision of learning opportunities for all, including the unreached and the excluded, is the most urgent concern. The Conference welcomes the initiative for a literacy decade in honour of Paulo Freire, to begin in 1998.

12. The recognition of *the Right to Education and the Right to Learn* throughout life is more than ever a necessity: it is the right to read and write, the right to question and analyse, the right to have access to resources, and to develop and practise individual and collective skills and competences.

13. ***Women's integration and empowerment***. Women have a right to equal opportunities; society, in turn, depends on their full contribution in all fields of work and aspects of life. Youth and adult learning policies should be responsive to local cultures and give priority to expanding educational opportunities for all women, while respecting their diversity and eliminating prejudices and stereotypes that both limit their access to youth and adult education and restrict the benefits they derive from them. Any attempts to restrict women's right to literacy, education and training should be considered unacceptable. Practices and measures must be taken to remedy them.

14. ***Culture of peace and education for citizenship and democracy***. One of the foremost challenges of our age is to eliminate the culture of violence and to construct a culture of peace based on justice and tolerance within which dialogue, mutual recognition and negotiation will replace violence, in homes and communities, within nations and between countries.

15. ***Diversity and equality***. Adult learning should reflect the richness of cultural diversity and respect traditional and indigenous peoples' knowledge and systems of learning; the right to learn in the first language should be respected and implemented. Adult education faces an acute challenge in preserving and documenting the oral wisdom of minority groups, indigenous peoples and nomadic peoples. In turn, intercultural education should encourage learning between and about different cultures in support of peace, human rights and fundamental freedoms, democracy, justice, liberty, coexistence and diversity.

16. ***Health***. Health is a basic human right. Investments in education are investments in health. Lifelong learning can contribute substantially to the promotion of health and the prevention of disease. Adult education offers significant opportunities to provide relevant, equitable and sustainable access to health knowledge.

17. ***Environmental sustainability***. Education for environmental sustainability should be a lifelong learning process which recognizes that ecological problems exist within a socio-economic, political and cultural context. A sustainable future cannot be achieved without addressing the relationship between environmental problems and current development paradigms. Adult environmental education can play an important role in sensitizing and mobilizing communities and decision-makers towards sustained environmental action.

18. ***Indigenous education and culture***. Indigenous peoples and nomadic peoples have the right of access to all levels and forms of education provided by the state. However, they are not to be denied the right to enjoy their own culture, or to use their own languages. Education for indigenous peoples and nomadic people should be linguistically and culturally appropriate to their needs and should facilitate access to further education and training.

19. ***Transformation of the economy***. Globalization, changes in production patterns, rising unemployment and the difficulty of ensuring secure livelihoods call for more active labour policies and increased investment in developing the necessary skills to enable men and women to participate in the labour market and income-generating activities.

20. ***Access to information***. The development of the new information and communication technologies brings with it new risks of social and occupational exclusion for groups of individuals and even businesses which are unable to adapt to this context. One of the roles of adult education in the future should therefore be to limit these risks of exclusion so that the information society does not lose sight of the human dimension.

21. ***The ageing population***. There are now more older people in the world in relation to the total population than ever before, and the proportion is still rising. These older adults have much to contribute to the development of society. Therefore, it is important that they have the opportunity to learn on equal terms and in appropriate ways. Their skills and abilities should be recognized, valued and made use of.

22. In line with the Salamanca Statement, integration and access for people with disabilities should be promoted. Disabled persons have the right to equitable learning opportunities which recognize and respond to their educational needs and goals, and in which appropriate learning technologies match their special learning needs.

23. We must act with the utmost urgency to increase and guarantee national and international investment in youth and adult learning, and the commitment of private and community resources to them. The Agenda for the Future which we have adopted here is designed to achieve this end.

24. We call upon UNESCO as the United Nations lead agency in the field of education to play the leading role in promoting adult education as an integral part of a system of learning and to mobilize the support of all partners, particularly those within the United Nations system, in order to give priority to implementing the Agenda for the Future and to facilitating provision of the services needed for reinforcing international co-ordination and co-operation.

25. We urge UNESCO to encourage Member States to adopt policies and legislation that are favourable to and accommodate people with disabilities in educational programmes, as well as being sensitive to cultural, linguistic, gender and economic diversity.

26. We solemnly declare that all parties will closely follow up the implementation of this Declaration and the Agenda for the Future, clearly distinguishing their respective responsibilities and complementing and co-operating with one another. We are determined to ensure that lifelong learning will become a more significant reality in the early twenty-first century. To that end, we commit ourselves to promoting the culture of learning through the "one hour a day for learning" movement and the development of the United Nations Week of Adult Learning.

27. We, gathered together in Hamburg, convinced of the necessity of adult learning, pledge that all men and women shall be provided with the opportunity to learn throughout their lives. To that end, we will forge extended alliances to mobilize and share resources in order to make adult learning a joy, a tool, a right and a shared responsibility.

C. Agenda for the Future

1. This *Agenda for the Future* sets out in detail the new commitment to the development of adult learning called for by the Hamburg Declaration on Adult Learning.

2. The *Agenda* focuses on common concerns facing humanity on the eve of the twenty-first century and on the vital role that adult learning has to play in enabling women and men of all ages to face these most urgent challenges with knowledge, courage and creativity.

3. The development of adult learning requires partnership between government departments, intergovernmental and non-governmental organizations, employers and trade unions, universities and research centres, the media, civil and community-level associations, facilitators of adult learning and the adult learners themselves.

4. Profound changes are taking place both globally and locally. They can be seen in a globalization of economic systems, in the rapid development of science and technology, in the age structure and mobility of populations, and in the emergence of an information and knowledge-based society. The world is also experiencing major changes in patterns of work and unemployment, a growing ecological crisis, and tensions between social groups based on culture, ethnicity, gender roles, religion and income. These trends are reflected in education, where those responsible for complex education systems are struggling to cope with new opportunities and demands, often with declining resources at their disposal.

5. In the course of the present decade, a series of conferences has focused world attention on key international problems. Beginning with the World Conference on Education for All: Meeting Basic Learning Needs (Jomtien, Thailand, 1990), they have included the United Nations Conference on Environment and Development (Rio de Janeiro, 1992), the World Conference on Human Rights (Vienna, 1993), the International Conference on Population and Development (Cairo, 1994), the World Summit for Social Development (Copenhagen, 1995), the Fourth World Conference on Women (Beijing, 1995), the United Nations Conference on Human Settlements (Habitat II, Istanbul, 1996) and the most recent, the World Food Summit (Rome, 1996). At all these conferences world leaders looked to education to release the competence and creativity of citizens. Education was seen as a vital element in a strategy to nurture the sustainable development processes.

6. There have been parallel changes in education as well. Since its foundation, UNESCO has played a pioneering role in the conception of adult education as an essential part of any education system and of human-centred development. There are now numerous agencies active in the field, many of which have taken part in the Hamburg conference.

7. The first International Conference on Adult Education (Elsinore, Denmark, 1949) was followed by conferences in Montreal (1960), Tokyo (1972) and Paris (1985). Other important milestones include the 1972 Report of the International Commission on the Development of Education chaired by Edgar Faure, *Learning to Be: The World of Education Today and Tomorrow*, and the influential 1976 UNESCO Recommendation on the Development of Adult Education which set out the vital role of adult education 'as forming part of lifelong education and learning'.

8. During the twelve years that have elapsed since the Paris Declaration, humanity has been affected by profound changes resulting from the processes of globalization and technological advance, together with a new international order, all of which have led to far-reaching transformations in the political, cultural and economic fields.

9. A quarter of a century after *Learning to Be*, the International Commission on Education for the Twenty-first Century, chaired by Jacques Delors, said that, 'The concept of learning throughout life is the key that gives access to the twenty-first century. It goes beyond the traditional distinctions between initial and continuing education. It links up with another concept, that of the learning society, in which everything affords an opportunity for learning and fulfilling one's potential'. The Commission's report, *Learning: The Treasure Within*, emphasized the importance of the four pillars of education: learning to know, learning to do, learning to live together and learning to be. As indicated in the Hamburg Declaration, adult learning has grown in depth and scale, and has become an imperative at the workplace, in the home and in the community, as men and women struggle to create new realities at every stage of life. Adult education plays an essential and distinct role in equipping women and men to respond productively to the constantly changing world and in providing learning which acknowledges the rights and responsibilities of the adult and the community.

10. In Hamburg the broad and complex spectrum of adult learning was considered under ten thematic headings:

- *Adult learning and democracy: the challenges of the twenty-first century*
- *Improving the conditions and quality of adult learning*
- *Ensuring the universal right to literacy and basic education*
- *Adult learning, gender equality and equity, and the empowerment of women*
- *Adult learning and the changing world of work*
- *Adult learning in relation to environment, health and population*
- *Adult learning, culture, media and new information technologies*
- *Adult learning for all: the rights and aspirations of different groups*
- *The economics of adult learning*
- *Enhancing international co-operation and solidarity*

Theme 1: Adult learning and democracy: the challenges of the twenty-first century

11. *The challenges of the twenty-first century require the creativity and competence of citizens of all ages in alleviating poverty, consolidating democratic processes, strengthening and protecting human rights, promoting a culture of peace, encouraging active citizenship, strengthening the role of civil society, ensuring gender equality and equity, enhancing the empowerment of women, recognizing cultural diversity (including the use of language, and promoting justice and equality for minorities and indigenous peoples) and a new partnership between state and civil society. Indeed, to reinforce democracy, it is essential to strengthen learning environments, to reinforce the participation of citizens, and to create contexts where the productivity of people will be enhanced and where a culture of equity and peace can take root.*

We commit ourselves to:

12. **Creating greater community participation:**
    (a) by promoting active citizenship and improving participatory democracy in order to create learning communities;
    (b) by encouraging and developing leadership capabilities among the adult population and especially among women, enabling them to participate in institutions of the state, the market and civil society.

13. **Raising awareness about prejudice and discrimination in society:**
    (a) by ensuring the legitimate right of people to self-determination and to the free exercise of their way of life;
    (b) by taking measures to eliminate discrimination in education at all levels based on gender, race, language, religion, national or ethnic origin, disability, or any other form of discrimination;
    (c) by developing education programmes that enable men and women to understand gender relations and human sexuality in all their dimensions;
    (d) by recognizing and affirming the rights to education of women, of indigenous peoples and nomadic peoples, and of minorities by ensuring equitable representation in decision-making processes and provision, and by supporting the publication of local and indigenous learning materials;
    (e) by recognizing that all indigenous peoples and nomadic peoples have the right of access to all levels and forms of state education, and the right to enjoy their own cultures and to use their own languages. Their education should be linguistically and culturally appropriate to their needs and should facilitate access to further education and training by working together and learning to respect and appreciate each other's differences in order to ensure a shared future for all members of society.

14. **Encouraging greater recognition, participation and accountability of non-governmental organizations and local community groups:**
    (a) by recognizing the role non-governmental organizations play in awareness-raising and empowerment of people, which are of vital importance for democracy, peace and development;
    (b) by recognizing and appropriately funding the growing role of non-governmental organizations and local community groups in providing educational opportunities for adults in all sectors, in reaching the most needy and in contributing to an active civil society.

15. **Promoting a culture of peace, intercultural dialogue and human rights:**
    (a) by enabling citizens to approach conflicts in an empathic, non-violent and creative manner, with peace education for all, peace journalism and peace culture as important components;
    (b) by strengthening the educational dimensions of human rights activities in formal and non-formal adult learning provisions at community, national, regional and global levels.

Theme 2: Improving the conditions and quality of adult learning

16. *While there is a growing demand for adult education and an explosion of information, the disparities between those who have access and those who do not are also growing. There is therefore a need to counter this polarity, which reinforces existing inequalities, by creating adult learning structures and lifelong learning environments that can help to correct the prevalent trend. How can the conditions of adult learning be improved? How can we overcome inadequacies in its provision? What kind of measures and reforms should be undertaken in order to achieve greater accessibility, relevance, quality, respect for diversity and recognition of prior learning?*

We commit ourselves to:

17. **Creating conditions for the expression of people's demand for learning:**
    (a) by adopting legislation and other appropriate means recognizing the right to learn of all adults, proposing a broader vision of adult learning and facilitating co-ordination between agencies;
    (b) by facilitating the expression of the learning demand of people within their own culture and language;
    (c) by creating public information and counselling services and developing methods for the recognition of experiential and prior learning;
    (d) by developing strategies to extend the benefits of adult learning to those currently excluded and to help adults make informed choices concerning the learning routes best suited to their aspirations;
    (e) by promoting a culture of learning through the 'one hour a day for learning' movement;
    (f) by underlining the importance of observing International Women's Day (8 March) and International Literacy Day (8 September) and of using the International Literacy Prizes for the promotion of adult learning, and by developing a United Nations Week of Adult Learning.

18. **Ensuring accessibility and quality:**
    (a) by adopting legislation, policies and co-operation mechanisms with all partners to make access easier, to facilitate the participation of adults in formal education and education at the workplace and in the community, and to support and extend programmes for rural and isolated areas;
    (b) by developing a comprehensive policy, taking into account the critical role of the learning environment;
    (c) by improving the quality and ensuring the relevance of adult education through the participation of learners in designing programmes;
    (d) by facilitating co-operation among adult learning initiatives related to different institutions and sectors of activity.

19. **Opening schools, colleges and universities to adult learners:**
    (a) by requiring institutions of formal education from primary level onwards to be prepared to open their doors to adult learners, both women and men, adapting their programmes and learning conditions to meet their needs;
    (b) by developing coherent mechanisms to recognize the outcomes of learning undertaken in different contexts, and to ensure that credit is transferable within and between institutions, sectors and states;
    (c) by establishing joint university/community research and training partnerships, and by bringing the services of universities to outside groups;
    (d) by carrying out interdisciplinary research in all aspects of adult education and learning with the participation of adult learners themselves;
    (e) by creating opportunities for adult learning in flexible, open and creative ways, taking into account the specificities of women's and men's lives;
    (f) by providing systematic continuing education for adult educators;
    (g) by calling upon the World Conference on Higher Education (Paris, 1998) to promote the transformation of post-secondary institutions into lifelong learning institutions, and to define the role of universities accordingly.

20. **Improving the conditions for the professional development of adult educators and facilitators:**
    (a) by elaborating policies and taking measures for better recruitment, initial training and in-service training, working conditions and remuneration of the personnel engaged in youth and adult education programmes and activities in order to ensure their quality and sustainability, including the contents and methodology of training;

(b) by developing in the area of continuing education innovative methods of teaching and learning, including interactive technologies and inductive methods involving close co-ordination between working experience and training;

(c) by promoting information and documentation services, ensuring general access and reflecting cultural diversity.

21. **Improving the relevance of initial education within a lifelong learning perspective:** by eliminating barriers between non-formal and formal education, and ensuring that young adults have opportunities to pursue their education beyond their initial formal schooling.

22. **Promoting policy-driven and action-oriented research and studies on adult learning:**

(a) by promoting national and cross-national studies on learners, teachers, programmes, methods and institutions of adult education, and supporting the evaluation of adult education provision and participation, especially in relation to the needs of all groups of society;

(b) by regularly providing UNESCO and other multilateral agencies with adult education indicators and monitoring the whole spectrum of adult education and participation, calling upon UNESCO to support Member States in such activities;

(c) by developing an enhanced capacity for research and knowledge dissemination by encouraging national and international exchanges of information, innovative models and best practices.

23. **Recognizing the new role of the state and social partners:**

(a) by insuring that all partners recognize their mutual responsibility for establishing supportive statutory frameworks, for ensuring accessibility and equity, for setting up monitoring and co-ordination mechanisms, and for providing professional back-up for policy-makers, researchers and learners through networking resources;

(b) by creating the necessary financial, administrative and management support, by reinforcing mechanisms for intersectoral and interdepartmental linkages, and by ensuring the participation of civil society organizations to complement the response of governments, providing them with appropriate funding to support their activities;

(c) by calling upon UNESCO to continue its policy of building partnerships among all actors in the field of adult education.

Theme 3: Ensuring the universal right to literacy and basic education

24. *Today, there are nearly 1,000 million people who have not acquired literacy skills and there are millions who have been unable to sustain them, even within the most prosperous countries. Everywhere in the world, literacy should be a gateway to fuller participation in social, cultural, political and economic life. Literacy must be relevant to people's socio-economic and cultural contexts. Literacy enables individuals to function effectively in their societies and to fashion and shape them. It is a process in which communities effect their own cultural and social transformations. It must address the needs of both women and men, to enable them to understand the interconnections between personal, local and global realities.*

We commit ourselves to:

25. **Linking literacy to the social, cultural and economic development aspirations of learners:**

(a) by emphasizing the importance of literacy for human rights, participatory citizenship, social, political and economic equity, and cultural identity;

(b) by reducing the female illiteracy rate by the year 2000 to at least half of the 1990 levels, with emphasis on rural, migrant, refugee and displaced persons, indigenous peoples, minorities, women, and women with disabilities;

(c) by encouraging the creative uses of literacy;

(d) by replacing the narrow vision of literacy by learning that meets social, economic and political needs and gives expression to a new form of citizenship;

(e) by integrating literacy and other forms of learning and basic skills into all appropriate development projects, particularly those related to health and the environment, and by encouraging grass-roots organizations and social movements to promote their own learning and development initiatives;

(f) by launching the Paulo Freire African Decade on Literacy for All, beginning in 1998, in order to create literate societies responsive to the different cultural traditions. To that end, special funds should be created by both public and private sources.

26. **Improving the quality of literacy programmes by building links with traditional and minority knowledge and cultures:**

(a) by improving the learning process through learner-centred strategies; sensitivity to diversity of languages and cultures; the involvement of learners in materials development; intergenerational learning processes; and the use of local languages, indigenous knowledge and appropriate technologies;

(b) by improving the quality and effectiveness of literacy programmes through stronger links with other fields, such as health, justice, urban and rural development; basic and applied research; evaluation and assessment, the use of appropriate technologies to support both teacher and learner; collection and dissemination of best practices; effective communication of research results to literacy researchers, educators and policy-makers; and the use of existing and/or new literacy resource centres;

(c) by improving the training of literacy personnel through increased attention to the personal achievement, working conditions and professional status of literacy educators; ongoing support for personal development; improved awareness and communications within the literacy community; and special attention to the qualification of women who, in many settings, form the majority of adult educators;

(d) by designing an international programme for the development of literacy monitoring and evaluation systems and of feedback systems that promote local input and participation by the community in the improvement of the programme at the international, regional and national levels, and by establishing a worldwide information base for promoting policies and management and for improving the quality, efficiency and sustainability of such efforts;

(e) by increasing public awareness and support for literacy, paying more attention to the obstacles to literacy for all, and developing better understanding of how literacy is embedded in social practice;

(f) by mobilizing sufficient financial and human resources through a strong financial commitment to the advancement of literacy by intergovernmental organizations, bilateral agencies, and national, regional and local governments, as well as partnerships involving formal and non-formal education institutions, volunteers, non-governmental organizations and the private sector;

(g) by ensuring the use of traditional media and modern technologies for literacy in both industrialized and developing countries.

27. **Enriching the literacy environment:**

(a) by enhancing the use and retention of literacy through the production and dissemination of locally relevant, gender-sensitive and learner-generated print materials;

(b) by collaborating actively with producers and publishers so that they adapt existing texts and materials to make them accessible and comprehensible to new readers (e.g. the press, legal documents, fiction, etc.);

(c) by creating networks for the exchange and distribution of locally produced texts that directly reflect the knowledge and practices of communities.

Theme 4: Adult learning, gender equality and equity, and the empowerment of women

28. *Equal opportunity in all aspects of education is essential to enable women of all ages to make their full contribution to society and to the resolution of the multiple problems confronting humanity. When women are caught in a situation of social isolation and lack of access to knowledge and information, they are alienated from decision-making processes within the family, community and society in general, and have little control over their bodies and lives. For poor women, the sheer business of survival becomes an obstacle to education. Educational processes should therefore address the constraints that prevent women's access to intellectual resources and empower women to become fully active as partners in social transformation. The message of equality and equal access must not be limited to programmes intended for women. Education should ensure that women become aware of the need to organize as women in order to change the situation and to build their capacities so that they can gain access to formal power structures and decision-making processes in both private and public spheres.*

We commit ourselves to:

29. **Promoting the empowerment of women and gender equity through adult learning:**

(a) by recognizing and correcting the continued marginalization and denial of access and of equal opportunities for quality education that girls and women are still facing at all levels;

(b) by ensuring that all women and men are provided with the necessary education to meet their basic needs and to exercise their human rights;

(c) by raising the consciousness of girls and boys, women and men concerning gender inequalities and the need to change these unequal relations;

(d) by eliminating gender disparities in access to all areas and levels of education;

(e) by ensuring that policies and practices comply with the principle of equitable representation of both sexes, especially at the managerial and decision-making level of educational programmes;

(f) by combating domestic and sexual violence through providing appropriate education for men and supplying information and counselling to increase women's ability to protect themselves from such violence;

(g) by removing barriers to access to formal and non-formal education in the case of pregnant adolescents and young mothers;

(h) by promoting a gender-sensitive participatory pedagogy which acknowledges the daily life experience of women and recognizes both cognitive and affective outcomes;

(i) by educating men and women to acknowledge the serious and adverse impacts of globalization and structural adjustment policies in all parts of the world, especially upon women;

(j) by taking adequate legislative, financial and economic measures and by implementing social policies to ensure women's successful participation in adult education through the removal of obstacles and the provision of supportive learning environments;

(k) by educating women and men in such a way as to promote the sharing of multiple workloads and responsibilities;

(l) by encouraging women to organize as women to promote a collective identity and to create women's organizations to bring about change;

(m) by promoting women's participation in decision-making processes and in formal structures.

Theme 5: Adult learning and the changing world of work

30. *The changing world of work is a multifaceted issue of enormous concern and relevance to adult learning. Globalization and new technologies are having a powerful and growing impact on all dimensions of the individual and collective lives of women and men. There is increasing concern about the precariousness of employment and the rise of unemployment. In developing countries the concern is not simply one of employment but also of ensuring secure livelihoods for all. The improvement needed in terms of production and distribution in industry, agriculture and services requires increased competences, the development of new skills and the capacity to adapt productively to the continuously changing demands of employment throughout working life. The right to work, the opportunity for employment and the responsibility to contribute, at all ages of life, to the development and well-being of one's society are issues which adult learning must address.*

We commit ourselves to:

31. **Promoting the right to work and the right to work-related adult learning:**
   (a) by recognizing the right to work and to a sustainable livelihood for all and by fostering, through new solidarities, the diversification of models of employment and recognized productive activities;
   (b) by ensuring that work-related adult education provides the specific competences and skills for entry into the labour market and occupational mobility, and improves the ability of individuals to take part in diversified models of employment;
   (c) by promoting partnerships between employers and employees;
   (d) by ensuring that knowledge and skills informally acquired are fully recognized;
   (e) by emphasizing the powerful role of vocational adult education in the lifelong learning process;
   (f) by integrating in informal and non-formal adult education processes an analytical and critical perspective in relation to the economic world and its functioning.

32. **Ensuring access to work-related adult learning for different target groups:**
   (a) by encouraging employers to support and promote workplace literacy;
   (b) by ensuring that work-related adult education policies address the needs of self-employed workers and workers in the informal economy and facilitate access for women and migrant workers to training in non-traditional jobs and sectors;
   (c) by making sure that work-related adult education programmes consider gender equality, age and cultural differences, safety in the workplace and concerns for workers' health, protection against unfair treatment and harassment, as well as the preservation of the environment and the proper management of natural resources;
   (d) by enriching the learning environment at the workplace and offering flexible individual and collective learning activities and relevant services for workers.

33. **Diversifying the contents of work-related adult learning:**
   (a) by addressing the issues inherent in agriculture, natural resource management and food security;
   (b) by including elements relating to agricultural extension services, citizens' rights, organization-building, natural resource management, food security and reproductive health education;
   (c) by stimulating entrepreneurship through adult education;
   (d) by promoting gender-sensitive approaches within extension services, answering the needs of women in agriculture, industry and services, and enhancing their capacity to disseminate knowledge on all these fields and issues.

Theme 6: Adult learning in relation to environment, health and population

34. *Environment, health, population, nutrition and food security are intricately linked to one another in sustaining development. Each is a complex issue. Caring for the environment by controlling pollution, preventing soil erosion and prudently managing natural resources has a direct impact on the population's health, nutrition and well-being which, in turn, have implications for population growth and the availability of food. These issues are part of the wider quest for sustainable development, which cannot be attained without a strong emphasis in education on family issues, the reproductive life cycle and population issues such as ageing, migration, urbanization, and intergenerational and family relations.*

We commit ourselves to:

35. **Promoting the competence and involvement of civil society in dealing with environmental and development problems:**
   (a) by making use of adult education activities in order to increase the capacity of citizens from different sectors of society to take innovative initiatives and to develop programmes based on ecologically and socially sustainable development;
   (b) by supporting and implementing adult education programmes designed to give people the chance to learn and interact with decision-makers on environmental and development issues, in particular on the need for changes in production and consumption patterns;
   (c) by integrating indigenous and traditional knowledge of the interaction between human beings and nature into adult learning programmes, and by recognizing that minority and indigenous communities have special authority and competence in protecting their own environment;
   (d) by ensuring the accountability of decision-makers in the context of policies relating to the environment, population and development;
   (e) by integrating environmental and development issues into all sectors of adult learning and developing an ecological approach to lifelong learning.

36. **Promoting adult learning on population-related issues and family life:**
   by enabling people to exercise their human rights, including reproductive and sexual health rights, and to develop responsible and caring attitudes.

37. **Recognizing the decisive role of population education and health promotion in preserving and improving the health of communities and individuals:**
   (a) by developing and reinforcing participatory health education and promotion programmes aimed at empowering people to create healthier environments and to engage in advocacy for improved and accessible health services;
   (b) by providing access to education which enables reproductive choices that empower women to overcome barriers preventing them from full and equal participation in personal, social and economic development opportunities;
   (c) by developing health-related learning content, including AIDS and other disease prevention, nutrition, sanitation and mental health;
   (d) by using adult learning approaches to enrich education-information-communication strategies and to provide opportunities for people to apply their own experience and knowledge in making diagnoses and choosing possible lines of action.

38. **Ensuring cultural and gender-specific learning programmes:**
   (a) by extending health education for women and men in order to share responsibilities and to broaden concerns relating to reproductive health and child care;

   (b) By eliminating cultural practices which are harmful and inhumane, and which result in the

violation of women's sexual and reproductive rights.

Theme 7: Adult learning, culture, media and new information technologies

39. *Adult learning provides an essential opportunity for adult learners to participate in all cultural institutions, mass media and new technologies in order to establish effective interactive communication and to build understanding and co-operation between peoples and cultures. Respect for individuals, their cultures and their communities is the foundation for dialogue and confidence-building, as well as relevant and sustainable learning and training. Efforts need to be made to ensure greater access to and participation in the means of communication for all cultures and social groups so that all may share their special visions, cultural artefacts and ways of life and not merely receive the messages of other cultures.*

We commit ourselves to:

40. **Developing greater synergy between the media, the new information technologies and adult learning:**
    (a) by contributing to reinforcing the educational function of the media;
    (b) by making the media more receptive to adult learning and by encouraging wider participate in the development and evaluation of the media;
    (c) by recognizing that the media have a key role in access to adult learning opportunities for groups excluded from such opportunities, through promotional campaigns to foster participation;
    (d) by reviewing the development and dissemination of new technologies from a regional, local and cultural perspective, taking into account the uneven development of infrastructures and availability of equipment;
    (e) by ensuring equal access to and sustainability of open and distance learning systems, the media, and the new information and communication technologies, and by using new technologies to explore alternative ways of learning;
    (f) by promoting media education and media content that will help users to develop critical and discerning attitudes towards the media;
    (g) by providing training for educators and cultural workers to encourage the development and application of appropriate resources for adult learning;
    (h) by promoting the distribution of learning materials at all levels, both regionally and worldwide.

41. **Promoting fair use of intellectual property:**
    by revising copyright and patenting regulations to promote the distribution of learning materials while preserving the rights of authors.

42. **Strengthening libraries and cultural institutions:**
    (a) by continuing to fund museums, libraries, theatres, ecological parks and other cultural institutions, and by recognizing these cultural institutions as adult learning centres and resources;
    (b) by promoting the conservation and use of the cultural heritage as a lifelong learning resource and by supporting the development of methods and techniques for strengthening heritage and cultural learning.

Theme 8: Adult learning for all: the rights and aspirations of different groups

43. *The right to education is a universal right of all people. While there is agreement that adult learning must be accessible to all, the reality is that many groups are still excluded, such as the aged, migrants, gypsies and other non-territorial and/or nomadic peoples, refugees, disabled people and prison inmates. These groups should have access to education programmes that accommodate them within an individual-centred pedagogy capable of meeting their needs and facilitating their full participation in society. All members of the community should be invited and, where necessary, assisted in participating in adult learning. This implies meeting a diversity of learning needs.*

We therefore commit ourselves to:

44. **Creating an educational environment supporting all forms of learning for older people:**
   (a) by ensuring access for older people to all the services and provisions that sustain adult learning and training and thereby facilitate their active participation in society;
   (b) by using the 1999 United Nations Year of Older People to plan activities which illustrate how adult education can support the role of older people in building our societies.

45. **Ensuring the right of migrants, displaced populations, refugees and people with disabilities to participate in adult education:**
   (a) by providing migrants and refugees with comprehensive education and training opportunities that promote their political, economic and social participation, and enhance their competence and their cultural base;
   (b) by developing and implementing programmes for the host population designed to promote understanding, especially among politicians, media experts, law enforcement agents, educators and social service agents, concerning the rights and conditions of migrants and refugees;
   (c) by ensuring that adult gypsies and other nomadic groups, taking into account their lifestyles and languages, are able to resume their studies and continue their training in existing institutions;
   (d) by ensuring that adults with disabilities have full access to adult education programmes and opportunities, by requesting UNESCO and other agencies of the United Nations to provide sign language interpretation and full accessibility to all at their meetings and conferences, and by requesting UNESCO, as lead agency, to convene a conference on lifelong learning for the disabled in 1999, on the eve of the new millennium.

46. **Creating continuing opportunities for persons with disabilities and promoting their integration:**
   (a) by making all forms of learning and training accessible to disabled people and ensuring that the learning and training provided respond to their educational needs and goals;
   (b) by fostering institutional policies that ensure equal access, services and vocational and employment opportunities for the disabled, under which appropriate learning technology matches their special learning needs.

47. **Recognizing the right to learn of all prison inmates:**
   (a) by providing prison inmates with information on and access to different levels of education and training;
   (b) by developing and implementing comprehensive education programmes in prisons, with the participation of inmates, to meet their needs and learning aspirations;
   (c) by making it easier for non-governmental organizations, teachers and other providers of educational activities to work in prisons, thereby providing prisoners with access to educational institutions and encouraging initiatives that link courses carried out inside and outside prisons

Theme 9: The economics of adult learning

48. *A history of inadequate financing, growing recognition of the long-term benefits of investing in adult learning, the diversification of financial patterns and the number of contributors, the role of multilateral organizations, the impact of structural adjustment programmes and the commercialization of adult learning provision are some of the crucial aspects of the economics of adult learning. The costs of adult learning must be seen in relationship to the benefits that derive from reinforcing the competence of adults. Methods used in cost-benefit and cost-effectiveness analyses should reflect the multiple impact of adult learning on society. The education of adults contributes to their self-reliance and personal autonomy, to the exercise of basic rights and to increased productivity and labour efficiency. It is also positively translated into higher levels of education and well-being of future generations. Adult education, being a human development and productive investment, should be protected from the constraints of structural adjustment.*

We commit ourselves to:

49. **Improving the financing of adult education:**

(a) by contributing to the funding of adult education by bilateral and multilateral financial institutions within the framework of partnerships between the various ministries and other governmental organizations, non-governmental organizations, the private sector, the community and the learners;

(b) by seeking to invest, as proposed by the International Commission on Education for the Twenty-first Century, at least 6 per cent of Member States' gross national product (GNP) in education and by allocating an equitable share of the education budget to adult education;

(c) by proposing that each development sector (e.g. agriculture, health, the environment) assign a share of its budget to adult learning, that every development programme in agriculture, health and the environment include an adult learning component and that the cost of adult education and training in every enterprise be considered as an investment in productivity;

(d) by investing an equitable share of resources in women's education to ensure their full participation in all fields of learning and knowledge;

(e) by promoting the ratification and application of the International Labour Organisation Convention 140 (1974) concerning paid educational leave;

(f) by stimulating the social partners to engage in adult education in enterprises, funded for example by allocating a proportion of their total budget to this end;

(g) by supporting adult education through a variety of creative community initiatives which will draw on the strengths and capacities of all members of society;

(h) by exploring the conversion, on the basis of debt swap proposals, of the current debts of the least developed and developing countries into investment in human development;

(i) by studying the proposal for an 'Entitlement to Lifelong Learning' as suggested in *Learning: The Treasure Within*.

Theme 10: Enhancing international co-operation and solidarity

50. *International co-operation and solidarity must strengthen a new vision of adult learning which is both holistic, to embrace all aspects of life, and cross-sectoral, to include all areas of cultural, social and economic activity. The Universal Declaration of Human Rights must be the principal source of guidance in the promotion of international co-operation and solidarity, and the culture of peace. Dialogue, sharing, consultation and the willingness to learn from one another are the basis of this co-operation. It should include respect for diversity.*

We commit ourselves to:

51. **Making adult learning a tool for development and mobilizing resources to that end:**
   (a) by assessing all co-operation projects in terms of both their contributions to adult learning and human development and the priority they give to the strengthening of local expertise;
   (b) by increasing the resources directly available for adult education within the education sector in developing countries.

52. **Strengthening national, regional and global co-operation, organizations and networks in the field of adult learning:**
   (a) by promoting and strengthening inter-agency and intersectoral co-operation;
   (b) by supporting existing national, regional and global adult education networks through the sharing of information, skills and capacities, and through the promotion of dialogue at all levels;
   (c) by encouraging donor agencies to contribute financially to networks for local, regional and global co-operation between adult educators;
   (d) by monitoring and taking steps to avoid negative impacts of structural adjustment programmes and other policies (fiscal, trade, work, health, industry) on the allocation of resources to the education sector, with special reference to adult education;
   (e) by preparing national and regional reports and disseminating them among public and private agencies involved in adult education;
   (f) by involving the multilateral financial institutions in the debate on adult learning and more particularly on educational policies in relation to the negative impact of structural adjustment programmes on education.

53. **Creating an environment conducive to international co-operation:**
   (a) by providing greater opportunities for grassroots workers and learners to meet one another in groups composed on a South-South and North-South basis, and by strengthening training networks across the regions to serve as mechanisms for upgrading adult education;
   (b) by reinforcing international networks representing different actors and social partners with the mandate to carry out evaluation and monitoring of main education policies;
   (c) by supporting the creation of a mechanism through which individual and collective rights relating to adult education could be promoted and protected.

FOLLOW-UP
Strategy

54. The Agenda for the Future emerging from the Fifth International Conference on Adult Education should comply with the recommendations adopted by all the United Nations major conferences, particularly as regards the gender dimension.

55. Given the highly decentralized nature of adult learning, its growing diversity, and the large and increasing number of partners of many types involved, the strategies and mechanisms used to follow up the Fifth International Conference on Adult Education should be highly flexible. For reasons of both economy and efficiency, they should also be based, to the maximum possible extent, on existing institutions, structures and networks. The aim should be to make existing machinery for action, co-ordination and monitoring more effective, not to duplicate it.

56. It is essential that all partners participating in the Fifth Conference play an active role within their particular areas of competence, working through their normal channels to ensure that the potential of adult learning is developed and that programmes are conceived and conducted in ways that contribute to the promotion of democracy, justice, peace and mutual understanding. The Conference has taken note of the Danish initiative to establish an International Academy for Democracy and Education in co-operation with UNESCO and interested national partners.

57. At the international level UNESCO should play a leading and proactive role both within its relevant fields of action and together with other organizations, networks and agencies, including women's organizations and other relevant actors, to advance adult learning. Within UNESCO, the UNESCO Institute for Education (UIE) in Hamburg should be strengthened in order to become an international reference centre for adult and continuing education. UNESCO should also take the appropriate steps to update the 1976 *Recommendation on the Development of Adult Education*. Other international and regional intergovernmental and non-governmental organizations should provide similar leadership within their respective spheres of competence.

58. Structures and networks already exist at both the international and regional levels for the promotion of adult learning. In certain cases, particularly in the developing regions, it would, however, be important to reinforce these existing structures and networks, including UNESCO's regional programmes for basic education, and to provide additional resources to enable them to play their roles more effectively and on a larger scale.

Promoting closer consultation among partners

59. The Conference considers that while the establishment of costly new permanent structures is to be avoided, it would be useful to provide a means or mechanism for communication and regular consultation among major partners in the Conference and other organizations actively engaged in the promotion of adult learning. The purpose of such a mechanism would be to develop closer consultation and co-ordination among key partners and a setting for periodic discussion of progress and problems in adult learning, and to serve as a means for monitoring the implementation of the policy and recommendations set forth in this *Agenda*.

60. There should be a forum and a consultation mechanism to secure the implementation of the recommendations and outcomes of this Conference. UNESCO, as the United Nations lead agency in education with its relevant units, institutes and field offices, should play the leading role in taking the initiative and responsibility for promoting adult education as an integral part of a system of learning throughout life, and for mobilizing the support of all partners, not only within the United Nations and multilateral systems, but also non-governmental organizations and other organizations in the civil society, for giving priority to implementing the *Agenda* and for facilitating the provision of the services needed to reinforce international co-ordination and co-operation.

61. Lastly, the Conference requests UNESCO to ensure the wide distribution of the *Hamburg Declaration on Adult Learning* and the *Agenda for the Future* in as many languages as possible. UNESCO should explore the possibility of an inter-agency review of the Agenda, mid-way before the next international conference on adult education.

ANNEX I

AGENDA

1. Opening of the Conference
2. Election of the President
3. Adoption of the Rules of Procedure (ED-97/CONFINTEA/2)
4. Election of Vice-Presidents and the General Rapporteur
5. Adoption of the Agenda (ED-97/CONFINTEA/1)
6. Approval of the Organization of Work (ED-97/CONFINTEA/INF.2)
7. Oral Reports from the Preparatory Regional Conferences
8. Progress, Achievements and Problems: A Retrospective Review since 1985 (ED-97/CONFINTEA/3)
9. Adult Learning, A Key for the Twenty-first Century: Policies and Strategies (ED-97/CONFINTEA/4)
10. Thematic Working Groups - Adult Learning: A Right, A Joy, A Tool and A Shared Responsibility
11. Panel Discussion with Heads of Delegations: Major Issues related to Adult Education Policies and Implementation
12. Discussion of the Draft Declaration and the Draft Agenda for the Future (ED-97/CONFINTEA/5 and ED/-97/CONFINTEA/6)
13. Adoption of the Final Report of the Conference including the Declaration and the Agenda for the Future
14. Closure of the Conference

ANNEX II

Address by Mr Henning Voscherau
First Mayor of the Free and Hanseatic City of Hamburg *

Excellencies,
Mr Federal President,
Distinguished Guests from all continents,

Hamburg - open to the world and internationally oriented - is proud to be host to two UN institutions: since 1996, the Maritime Court of Justice, and the UNESCO Institute for Education since as long ago as 1951.

Hamburg feels it a great honour to be hosting the Fifth UNESCO International Conference on Adult Education over the coming days. We see this as an obligation to continue to work at building international bridges.

In the name of the Senate of the Free and Hanseatic City of Hamburg I welcome all our guests.

We live in a world that is rapidly changing. As we move into the third millennium we are experiencing profound social and economic changes.

On the threshold of the next millennium all societies in this world need to ensure that this transformation is both economically successful and socially and ecologically tolerable.

In doing so, societies must turn to their citizens, who will give constructive shape, meaning and purpose to the transformation.

Education and adult education are tools that will convey the relevant skills, values and behaviours so that we can respond to the challenges of tomorrow, and so that the peoples of this earth can live together in peace.

The Delors Report is absolutely right when it states that adult learning is nothing less than a key to the 21st century for the entire world - and the Hamburg Conference is absolutely right in adopting this motto also (*Adult Learning - a key for the 21st century*).

*) delivered in German

Adult education serves a key function in several ways:

First: adult education is a tool that can give the excluded and disadvantaged a chance of playing a full part in the life of the community:

- for instance, by giving people basic skills of reading and writing - a task which has also to be faced by the so-called highly developed states,
- for instance, by helping the unemployed to find work by giving them qualifications,
- for instance, by integrating disabled people into society,
- for instance, by opening up equal participation in all spheres of life to women.

Secondly: adult education is a tool with which to overcome the challenges of the future:

- in communication: by learning to use new media and new means of communication,
- in environmental protection: by learning to use natural resources responsibly and to apply the principle of sustainability,
- in vocational continuing education: by learning to adapt to the changing demands of a global world economy. Even those who are highly qualified are not exempt from the threat of unemployment, but training is a proven means of reducing that risk. In view of the high unemployment in many countries in the world (2 million in Japan, over 4 million in Germany, 7 million in the USA, and over 18 million in the EU - source BAA [Federal Employment Office]) we have to take to heart the principle of "lifelong learning".

Adult education has a third and, I believe, particularly important key function in the dialogue between cultures. The world is becoming smaller and we have to learn to live with one another in this world. We must therefore strengthen intercultural dialogue, not least as a way of helping to guarantee peace. While the threat of war between states has happily been receding for some time, the danger of internal conflicts based on cultural differences has been growing.

Ideally, adult education can convey the value of cultural diversity and create openness towards different cultures, while allowing people to retain awareness of their own cultural identities.

Mahatma Gandhi put it like this: "*My house is not to be surrounded by a wall and my windows are not to be locked. The cultures of all countries are to blow through my house with as little hindrance as possible. But I shall not let myself be blown away by anyone.*"

Adult education can help us to learn to live together in our world by gaining an understanding of others and of their histories, traditions and values. That is a fundamental requirement for the guaranteeing of democracy and peace, which rest on freedom, justice and mutual respect. It is a fundamental requirement for a culture of dialogue and peace - in clear contrast to the anticulture of conflict and war.

For more than half a century, UNESCO has played a leading role in adult education.

Education, and especially adult education, provides one of the most important bridges in international co-operation. The Hamburg UNESCO Conference will offer opportunities for exchanging experience and establishing new approaches to constructive collaboration between governments and specialist organizations that operate worldwide.

It is thus one of a series of initiatives of global significance: the Rio environment summit (1992), the Cairo International Population Conference (1994), the Copenhagen social summit (1995) and the Beijing World Conference on Women (1995). Just as much is hoped and expected of the Hamburg Conference in terms of helping to solve humanity's problems.

Hamburg is a metropolis of continuing education: some 400 institutes are working in this field of the future. As delegates to this Conference you have the chance, through study visits, to form your own impression of their diversity. In recent years, numerous innovations in the German continuing education system have started here in Hamburg. Take Hamburg's skill and innovativeness in the field of continuing education as a good omen for this Conference.

Take inspiration also from the open atmosphere of this City - for new ideas, new approaches to adult education in the 21st century, and new ways of working together - for the sake of the future well-being of all people on this earth.

Hamburg wishes this Conference every success.

ANNEX III

Keynote Address by Ms Sheikh Hasina
Prime Minister of the People's Republic of Bangladesh

Bismillahir Rahmanir Rahim,
Honourable Chairperson,
Excellencies,
Ladies and Gentlemen,

Assalamu Alaikum.

Let me express my heartfelt thanks and deep gratitude to you for giving me the opportunity to address this August forum. I am honoured to be here with all the distinguished participants. This is an opportunity to share with you my views on adult literacy, which is of crucial importance for the world community at present.

Nearly nine hundred million population predominantly belonging to developing nations are illiterate. With technology advancing steadily they find themselves in an increasingly disadvantageous position. The gap between the literate and the illiterate in a developing society is likely to grow wider in future. The Human Development Centre has recently termed South Asia as the poorest, the most illiterate, the most malnourished, the least gender-sensitive and the most deprived region in the world. This region has a very low female literacy rate. It is time now for the world community to make a concerted effort to eradicate illiteracy, which is one of the main causes of disparity in the global family.

Excellencies,

Adult literacy covers all aspects of continuing education. In modern industrialized societies, continuing education has become an accepted phenomenon. In this system more than one third of the population participate every year in organized educational activities. The educational scenario in these countries shows that adult learners now exceed the total population of students in primary and secondary schools.

Honourable Chairperson,

It has been universally recognized that basic education is one of the prime factors in economic, social and political development. Empirical studies indicate a strong and positive relationship between investments in basic education and changes in economic productivity. Education also has a relationship with health and social well-being, the growth of democracy and the conservation of environment. A recent study found that farmers with only four years of education are 9 per cent more productive than farmers with no education. Literacy gains of 20 to 30 per cent can boost a nation's GDP by 6 to 8 per cent and improve nutritional status significantly.

Ladies and Gentlemen,

May I take the liberty to recall that the first international conference on adult education nearly fifty years ago laid stress on international co-operation in adult education. Later, three other conferences held in Montreal, Tokyo and Paris addressed issues relating to adult, non-formal and continuing education. These conferences addressed a very wide range of issues, including the goals of achieving universal literacy, establishing a framework for international co-operation creating a genuine spirit of democracy, increasing learning opportunities for all age-groups, promoting gender equality and contributing to sustainable development.

The policy guidelines of these conferences, however, stimulated uneven initiatives by different national governments. South Asia has a literacy rate of 48 per cent compared to 77 per cent in the rest of the developing world. Its share of the world's total illiterate population is 46 per cent which is twice as high as its share of the world's total population. There are more children out of school in South Asia than in the rest of the world. The Arab States and the Sub-Saharan region have a slightly better performance in this regard, with literacy rate of 55 per cent and 53 per cent respectively. However, the East Asian countries have by now achieved a high literacy rate of 96 per cent. This level of literacy was achieved through the sustained implementation of forward-looking national action plans stimulated by policy prescriptions in various international fora. This achievement is a source of inspiration for nations languishing in poverty and illiteracy.

Honourable Chairperson,

The concept of adult education is not new in Bangladesh. After the liberation of Bangladesh in 1971 our great leader, the Father of the Nation Bangabandhu Sheikh Mujibur Rahman felt the utmost necessity of education for national development and prosperity. Despite many other pressing concerns, he accorded high priority on education and said, "Education would be our first and foremost tool for national development." He recognized the need for establishing a uniform, mass-oriented and universal system of education and extending free and compulsory education to all children. This noble goal was enshrined in the constitution of Bangladesh. During his tenure of office the primary education system was brought under government funding despite severe resource constraints. His government established 11 thousand new primary schools, appointed about 50 thousand teachers and made primary education compulsory. Besides, over 150 thousand primary school teachers were given the status of government employees. Some incentives like arrangements for meals for primary students, free education for female students up to class VIII, and the free supply of books, pencils and papers were undertaken to encourage children to attend school. During this period, an Education Commission was formed with an eminent educationist Dr. Qudrat-e-Khuda as its Chairman to give the traditional colonial system of education a modern, scientific, professional and technical nature. This commission recommended the establishment of one adult education centre in each village and the use of social institutions as education centres. The commission also recommended eradication of illiteracy in the shortest possible time through a social movement ensuring participation of people of all walks of life. But it is a matter of great regret that the Father of the Nation Bangabandhu Sheikh Mujibur Rahman was assassinated on the 15th August, 1975 by a group of traitors and conspirators. With his brutal killing the whole process of development in our country was shattered and disrupted and the people were deprived of their rights of franchise. This was followed by a period marked by coups, killings, exploitation and oppression. The people were neglected and their life became unbearable under poverty, illiteracy, terrorism and tyranny.

Against the backdrop of these tragic developments we launched a mass movement in order to create awareness among the people about their right to food and franchise. After a long and arduous struggle the common people of the country emerged victorious. Through an election under a neutral non-party caretaker government we were able to establish their right of franchise. The people gave my party a clear mandate through a free and fair election to run the country and we assumed the responsibility of the government on June 23, 1996. Now, it is our firm conviction that the change of power should be through ballots-not bullets.

After establishing the people's right of franchise we have been making relentless efforts to establish people's right to food through alleviation of poverty. We consider education at all levels as one of the major factors of poverty alleviation. We are committed to eradicate illiteracy from our country within the next 10 years. Our government formed the National Committee to frame an Education Policy which would submit its report soon. Besides a constitutional obligation, Bangladesh is committed to attain its universal literacy objectives in international fora such as World Conference on Education for All, World Summit for Children and E-9 Summit. In the backdrop of the aforesaid commitments, the expansion of education has been emphasized to build a development-oriented and skilled human resource base capable of facing the challenges of the twenty first century. We are also committed to the structural reforms in the field of literacy that must accompany our drive for eradication of poverty through education and empowerment of the people.

Honourable Chairperson,

Recognizing the fact that the formal education system alone cannot eradicate illiteracy from society, it was thought necessary to embark upon a comprehensive Non-Formal Education Programme (NFE). Bangladesh has adopted forward-looking strategies to keep pace with the very fast changing global order. Our government's aim is to develop the nation's human resources, equip it with the necessary technical and professional skills needed to support a process of sustainable development. In order to strengthen the institutional and monitoring capacity of Non Formal Education our Government has established a National Council for Primary and Mass Education with the Head of the Government as the Chairperson. Right from the ministry down to literacy centres 9 types of committees have been organized to ensure people's participation at every level.

Honourable Chairperson,

I would like to share with you some of our experiences in Integrated Non-Formal Education Programme and other ongoing literacy programmes. A successful literacy programme depends on awareness in the target-group along with availability of education opportunities. If properly motivated, targeted people may come forward to participate in programme implementation. This enabling environment can be transformed into a full-fledged literacy movement, which is termed in our country as total literacy movement (TLM). This approach has enabled complete eradication of illiteracy in two districts and four thanas (sub-districts) already.

We further observe that empowerment of women can be accelerated through greater participation of women learners in literacy activities. Adult literacy Programme in our country comprises at least 50 per cent female literacy centres. Recent Programme evaluations revealed that female learners are better performers compared to their male counterparts, in learning endeavours. The female community is becoming more and more aware about its rights, and its responsibilities.

Honourable Chairperson,

Nearly 50 years have elapsed since the holding of the first international conference on literacy. But pervasive illiteracy is yet to be stamped out in some areas of the world. It should no longer be viewed as a problem of any individual nation or area. It should rather be viewed as a challenge for mankind. Nations which are still struggling need to have a massive people's movement for both the literate and the non-literate so that literacy programmes are extensively spread all over the country. Also, for developing countries concerns like equal access to technology, information, and their cost, their impact on present and future educational systems are particularly important and should be taken into account. We are aware that technology is shifting the focus from teaching to learning from classrooms, to lifelong learning in communities. Countries coping with millions of non-literate adults need assistance so that they can provide these target-groups with literacy and consequently lead them to improved quality of life.

Honourable Chairperson,
Excellencies,
Ladies and Gentlemen,

May I now urge the world community to forge concerted efforts to address the following issues in order that the curse of illiteracy can be removed from the face of the earth as early as possible.

- Creating awareness of learning needs among target-groups through extensive social mobilization.
- Intensifying the struggle against illiteracy through the alliance of government and non-government agencies.
- Seeking co-operation of countries which have demonstrated remarkable achievement in the field of adult education.
- Linking formal and non-formal education under the perspective of life-long learning.
- Ensuring high quality of adult and continuing education programmes through mutual sharing of ideas and resources.
- Prioritizing women's literacy and enhancing the scope for their employment.
- Linking functional education, skill development, income-generating activities, micro credit approaches with continuing education programmes.
- Ensuring that the highest priority is given to adult education programmes both by the respective governments as well as aid agencies.

I believe that these efforts through international co-operation will bring forth a prosperous world community - one in which even the poorer developing nations can begin to share in the new growth possibilities opened up by recent technological advances. In this new age of ideas and dominance of intellectual capital, we must ensure that our people have the education and skills to tap the emerging information and communication technologies. Today all of us must work to forge a structure of co-operation to usher in a global community completely free of illiteracy and thereby create an environment for effectively coping with the challenges and taking advantage of the new opportunities of the coming millennium.

I thank you all once again for inviting me to this conference and patiently listening to my statement.

Joi Bangla
Joi Bangabandhu
May Bangladesh live forever
Khoda Hafez

ANNEX IV

Address by Mr Roman Herzog
President of the Federal Republic of Germany *

Excellencies,
Ladies and Gentlemen,

I have the honour to welcome the participants and organizers of the Fifth UNESCO International Conference on Adult Education to the host country. For 46 years Germany has been a committed member of UNESCO. The UNESCO Institute for Education was the first institution of the international community of nations to be established in this country, and indeed in Hamburg, a city that has a tradition of being open to the world. This Institute has once again demonstrated its significance in preparing this major conference on adult education. Germany is proud to be co-operating in this outstanding event.

The theme of the conference is of great interest to me personally, and of key importance to my country and the international community. Nothing becomes outdated more quickly today than knowledge. It would therefore be unwise to regard the certificates gained in schools, vocational and tertiary colleges as the end of learning.

The concept of lifelong learning opens the way to discussion of more than traditional ideals of education and the need of one-off training and qualifications in specific occupations. It is a matter of interest to the whole of society. Whether society stagnates and ossifies or is able to meet the challenges of the future in an intellectually dynamic process depends on its readiness to continual learning - on its openness to what is new, its courage to try what is unusual and to adapt in unfamiliar territory.

The ability to innovate in the economy and in society is of fundamental importance not just for Germany. We need a new form of growth, growth based on knowledge. We need a new departure in educational policy in order to survive in the coming knowledge-based society. This means not just the knowledge that has been accumulated by experts or can be called up at any time on the Internet. Learning has to have a broader base, to embrace all age-groups including those of advanced age, and to be fully accepted by society.

Saying "yes" to continual learning, and social recognition of the value of all efforts to learn, will create a climate in which creativity is encouraged and a pyramid of creative achievements arises on a broad, lasting base. Arrogance and aversion to everything foreign will then lose their breeding ground. It is easier to interest someone who is willing to learn, and a society that is capable of learning, in international co-operation.

This thought brings me to the major task of UNESCO: bringing about a culture of peace. Education is a tool of peace, and adult education promotes peace.

I hope that this work for peace will be highly successful and widely acknowledged, and that the participants from other countries will gain beautiful and lasting impressions of Hamburg and Germany.

*) delivered in German

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ANNEX V

Address by Mr Federico Mayor
Director-General of the United Nations Educational,
Scientific and Cultural Organization
(UNESCO)

Mr President of the Federal Republic of Germany,
Madam Prime Minister of the People's Republic of Bangladesh,
Madam President of the Bundestag,
Mr Mayor of the Free and Hanseatic City of Hamburg,
Excellencies, Colleagues, Ladies and Gentlemen,

In moments of crisis - said Albert Einstein - only imagination is more important than knowledge. In education generally and adult education in particular, we need to deploy greater imagination, more innovative approaches. I encourage you all to renew your commitment to education for all. I urge you to be daring in your visions and prescriptions so that Hamburg may be seen as a turning point in educational history.

A warm welcome to Hamburg and to this opening session of the fifth International Conference on Adult Education. It is appropriate that we should meet in this modern and dynamic city, which - today as in the past - is a great centre of international exchange and co-operation. Since the last Conference in this series held in Paris in 1985, the situation of the world - culturally, politically, economically and socially - has been utterly transformed. We are, in effect, already living in a new century even if the calendar has yet to register the fact. The question before us is to define the new roles that adult education must play to meet the aspirations of women and men in all countries within the new world that is taking shape about us.

But first let me share with you my deep sense of loss at the death of one of the most outstanding educators of our time, the late Paulo Freire of Brazil, who confirmed only two months ago his intention to be with us here in Hamburg. The link he established between literacy and liberation has revolutionized the whole concept of education. He was remarkable for the integrity of his vision, which made him the champion of the powerless and the oppressed, and the integrity of his action, founded on a continual dialogue between theory and practice. Paulo Freire is alas no longer with us. The world has lost a great man, UNESCO has lost a dedicated partner, and I personally have lost a very dear friend. Yet the Paulo Freires of this world do not disappear: they only become invisible. For there is only one pedagogy - the pedagogy of the example. And the spirit of Paulo Freire lives on among us through the enduring example of his life and work.

I have been consulting with the Government of Brazil and other Member States of UNESCO about the best way to keep the legacy of Paulo Freire alive, and I am pleased to announce that UNESCO intends to establish an International Award to commemorate and perpetuate Paulo Freire's work. May I ask you, ladies and gentlemen, to observe one minute of silence in remembrance of Paulo Freire ... Thank you. On Thursday evening, we will hold a special commemorative ceremony for Paulo Freire and for Dame Rita Barrow of Barbados, another great citizen of the world who fought all her life for the empowerment of women and of all citizens.

Mr President,

This Conference, organized by UNESCO and hosted by the Government of Germany and the Hanseatic City of Hamburg, is the result of more than two years' active preparation in all regions of the world. It represents a coming together of the international community around a subject of growing importance and concern: adult education and learning. In this co-operative undertaking, UNESCO is joined by sister agencies of the United Nations - FAO, ILO, WHO, UNFPA, UNDP and UNICEF - as well as by the European Union, OECD and the World Bank. We extend a warm welcome to them and to the other intergovernmental agencies from all regions of the world represented at this meeting. I should also like, on this important educational occasion, to remember and pay tribute to a great man, Jim Grant, the former Head of UNICEF, with whom we jointly initiated the international Education for All process. I likewise greet Richard Jolly who was his friend and closest collaborator and who is a good friend of mine.

This Conference is different from the previous one in so far as it aims to establish a close dialogue and partnership between governments and the NGO community and the institutions which provide adult education programmes. While it is for Member States to decide on the outcomes of this Conference, we feel it should be done in close co-operation with representatives of civil society. We have therefore chosen not to have a parallel NGO conference but to bring all the actors, public and private, together throughout the Conference. This is a real challenge. But if we succeed, it will already be an important achievement and could set a trend for the future. The role of NGOs, as well as employers, unions and other social partners, is increasingly vital in all forms of adult learning. Nearly all governments, NGOs and co-operating partners represented here have contributed intellectually and/or materially to the holding of this Conference. You are too numerous to thank individually, but let me assure you that we are very grateful. The simple truth is that this Conference could not have been organized without your contributions and support.

UNESCO is deeply honoured by the participation of the President of the Federal Republic of Germany, Professor Roman Herzog, in this opening session of our Conference. Your presence here, Mr President, symbolizes the importance that Germany attaches to international co-operation in education and, more particularly, the growing importance of adult education and lifelong learning both in Germany and throughout the world. We are grateful for the attachment that Germany has always shown to UNESCO and to its essential purpose of 'advancing, through the educational, scientific and cultural relations of the peoples of the world, the objectives of international peace and of the common welfare of mankind'. Your generous support to the UNESCO Institute for Education, which Germany and the City State of Hamburg have hosted since 1951, is evidence of this commitment. The Institute, as you are aware, has played a leading role in organizing this Conference, working closely with the UNESCO Secretariat at Headquarters, with our offices in more than 60 countries and with our co-operating partners.

We are also very grateful, Madam Hasina, that you have found the time - as you did at the last Conference on micro-banking and despite all the heavy responsibilities of your high office - to be with us to demonstrate your support for the empowerment of people, particularly women, through expanded educational opportunity and to help articulate their hopes and expectations.

Nearly half a century ago, the first International Conference on Adult Education took place in Elsinore, Denmark. Looking back at that Conference, we are impressed by its

powerful conviction that the citizens themselves - when given the resources and opportunity to inquire and learn - can become an important force in building global peace and by the far-sighted decisions it took to advance the cause of adult education as a means to shaping a more just and more peaceful world. Today who can doubt the growing need for adult education in a world in which change is increasingly our only certainty?

How will the Hamburg Conference be remembered 50 years hence? The answer will depend on our vision and commitments, now and hereafter. Much has been achieved over the last 50 years, and UNESCO can itself claim to have made a substantial contribution to the development of adult education in the areas of policy formulation, strategy implementation, research and training, and standard setting. Its 1976 Recommendation on the Development of Adult Education, which is still the most comprehensive instrument in the field, continues to offer important guidelines for the future. Our task must be to build on these foundations in the light of the major challenges and opportunities of our time as they relate to adult and continuing education.

An overriding challenge is that which preoccupied our predecessors at Elsinore - laying the foundations of an enduring peace. The situation has of course changed enormously over the past half century. Today the greatest challenges to peace arise not so much between societies as within them. It is also important - as President Herzog has pointed out - to see peace not only as an end but as a precondition: as the precondition for sustainable development, which is itself impossible without democracy, justice, equality, solidarity and freedom. This implies learning for participation, for full citizenship, for empowerment. It means reshaping national budgets to promote the transition from vulnerable and fragile democracies to consolidated democratic societies.

We must build human capacities through education adapted to local circumstances, provided in native languages and rooted in intensive skills training. This - I would emphasize - does not require strategies conceived in ivory towers remote from the communities concerned. At the same time, we must address the problems that prevent people becoming learners - I think here of the millions of women throughout the world obliged every day to fetch water and collect firewood in order to boil water and make it drinkable. We must give them wells and solar cookers that offer them a chance to become learners as well as engage in income-generating activities. We must also always remember that illiteracy does not mean ignorance. Wisdom, in my experience, is more often found among those who lack knowledge than those who possess it. And adult education can itself benefit from such wisdom in the process of empowering people to participate in the interest of development, democracy and peace.

Peace - the essential challenge - will remain elusive while we continue to gear investment to fighting improbable wars rather than addressing the problems that constitute the most potent threat to human security. It has been my constant message for over a decade that we must be prepared to pay the price of peace as we have always been prepared to pay the price of war. To do this, we must invest not in arms but in the capacity of men and women for dialogue and understanding and for contributing to the goal of sustainable development. This cannot be done **for** us but only **by** us. It requires a fundamental transformation in the way we perceive the world - a change that must come from within through a process of lifelong education in the fullest and noblest sense of the term. This Conference is an occasion for us to reflect together how adult and continuing education can contribute more effectively towards this goal.

Mr President of the Republic,
Ladies and Gentlemen,

Without an awareness of global citizenship tomorrow's world will clearly not be prepared to meet the challenges that are taking shape. As you may imagine I am very disappointed with the results of the second Earth Summit, held recently in New York. The seriousness of the threats is becoming clear, and what are our political leaders doing? Too little. If, despite all this, we remain optimistic it is because we see around us in every region of the world conscientious and responsible **civil societies** sounding the alarm, participating in the search for solutions and contributing to concrete action. But the men and women involved must be able to develop their ability to act, to cope with ecological risks and the threat of epidemics, to improve living conditions and thereby foster development and control demographic growth. It is by first of all placing our confidence in people and by investing in creativity and the capacity for initiative that we will be able to face the problems of tomorrow. Our greatest strengths as human beings are courage and imagination. We must help these qualities to flourish by combining them with knowledge.

My dream is that women and men around the world will have a chance every day, if just for an hour, to learn, to update their skills and to make progress. My dream - which I share with Bishop Grundvig, Dame Nita Barrow, Paulo Freire and Julius Nyerere - is to see millions of people everywhere meeting together, talking and taking initiatives. So that they may survive, live better and enjoy a decent quality of life, the men and women of today must be given the opportunity to continue learning **throughout life**. To conquer the economic crisis with which they are faced, all countries must see to it that their citizens, each and every one regardless of social or professional status, constantly build their knowledge and skills, thereby becoming participants in the efforts to increase productivity and benefiting from the proceeds of more productive work. To attain this goal, the state must remain stable through successive governments and agreements to that end must be concluded, and respected, by government authorities. All partners must therefore feel actively involved and act accordingly - I am thinking of legislators, the media, military institutions, church authorities and others.

Adult education has developed rapidly over the past two decades. In some countries the number of adults enrolled annually in training courses is greater even than the number of young people receiving compulsory education. Nevertheless - and this cannot be said too often - not everyone has access to training - far from it. Education and vocational training for adults still remains the privilege of the most highly schooled populations, of men more often than women, of the wealthiest countries, of the best equipped urban areas. Too often training courses do not sufficiently acknowledge cultural diversity. Individuals cannot benefit from lifelong education if courses are not offered in their native language, if they cannot integrate what is learned into their own experience, or if they cannot establish connections to give meaning and relevance to this external knowledge. We must therefore reconsider the goal of equal opportunity and view it in the context of a pluralistic world where **equality** and **diversity** are recognized as complementary dimensions and are acknowledged as such in education systems and plans. We must encourage progress towards 'rainbow societies' where every citizen, throughout life, can find fulfilment, shape his or her identity and enter into dialogue with others.

Today, on the threshold of the fiftieth anniversary of the Universal Declaration of Human Rights, it is more important than ever to affirm that it is through education that our fundamental rights and freedoms may be secured. The revolution in information technology which will have significant effects on every area of human activity, presents us with a double

challenge: how can we provide everyone with access to technology and how can we best use technology for educational purposes. Above all, we must see to it that everyone benefits from the new technologies, whether in the field of telecommunications or informatics. A substantial international effort is needed in that regard.

Let us bear in mind, however, that technology is not everything. The most important element in the learning process are the teachers, the cornerstone of the world's future. High priority should be accorded to training and upgrading for all teachers. The curriculum should also be reviewed, with greater emphasis on civics and all aspects relating to the transmission of social values.

And how could we ignore the vital necessity of giving concrete form to the universal right to basic education? Our world today has more than 800 million individuals who do not know how to read or write and millions of others who once knew but have since forgotten. Throughout the world, literacy is a prerequisite for anyone who wishes to participate fully in the life of society and to understand the connections between private and local conditions and the regional and international context. Equality of access to non-formal elementary education and literacy programmes is essential if our aim is to help people contribute fully to society and continue to learn throughout their lifetime.

Ladies and Gentlemen,

The success of a conference can only be judged by its follow-up. Discussion of the new social issues of lifelong education and the requisite policies and actions will turn the 1997 International Conference on Adult Education into a golden opportunity and a new forum for broadening the debate and fostering concrete commitments. Apart from that, and paradoxically, the Conference will be particularly concerned with the question of investment. Invest we must, that is certain. But first and most importantly we must invest in people to release the stock of cultural, social and economic productivity that exists within the adult population.

The success of the Hamburg Conference will be based on the recognition of the **need for this social investment** and the partnerships required to ensure it. The Conference will thus build on the proposals adopted at the 1995 Copenhagen World Summit for Social Development, the Platform for Action adopted in Beijing in 1995 at the conclusion of the second United Nations Decade for Women, Agenda 21, adopted in Rio, and the recommendations made in 1994 in Cairo at the International Conference on Population and Development and in 1996 in Rome at the World Food Summit. Each meeting concluded that citizens must become active participants and that local authorities needed to start taking initiatives. Here in Hamburg we must formulate concrete proposals so that the women and men of this world can increase their capacity to act and can continue learning throughout life.

Education is an indispensable strategic instrument for sustainable human development. It is a **tool**. But it is also the **right** of every person - the right to become an active and creative citizen. Lastly, learning is a **joy**: in it each person may discover a sense of freedom, self-realization and independence. Once experienced, the joy of learning can never be forgotten; it repeats and returns throughout a lifetime; and it is inexhaustible.

Thank you very much.

ANNEX VI

Address by Ms Rita Süssmuth
President of the Deutsche Bundestag (German Parliament) *

Mr Federal President,
Your Excellency, Prime Minister of Bangladesh,
Mr First Mayor of the Free and Hanseatic City of Hamburg,
Mr Director-General of UNESCO,
Distinguished Ministers, Excellencies,
Mrs Chairperson of the Governing Board of the UNESCO Institute for Education,
Fellow Delegates,
Ladies and Gentlemen,

I should first like to thank you for the honour you bestow on me by electing me as your President.

It is a great honour for me to be permitted to preside over this 5th UNESCO Conference on Adult Learning. I assure you all that I shall commit all my energies and professional experience of both parliamentary work and adult education to helping successfully to attain the goals of this conference.

I see some preconditions as indispensable for this joint success:

1) We shall practice a disciplined and efficient culture of dialogue: to this end I need the support of all of you. This afternoon I shall be able to go into this in more detail.

2) We must not lose the aims of this conference from view. What do we wish to achieve?

   a) We wish to demonstrate the importance of adult education for the next century.
   b) We wish to encourage worldwide commitment to the right of adults to education.
   c) We wish to exchange experiences of existing educational structures and policies and to stimulate improvements.
   d) We wish to lay out the guidelines of an adult education policy for the future through a Declaration of the Hamburg Conference and an Agenda for the Future.
   e) And lastly, we wish to strengthen and expand the foundations of improved international co-operation in the field of adult education.

3) And finally, besides discipline, a culture of struggle and keeping to our goals, we must have courage:
   We have an ambitious programme ahead of us, but no programme can in my opinion be too ambitious if it concerns our ability to survive, the future viability of our society. For learning, education and knowledge are the keys to this future viability, to the step into the next millennium.

Allow me, Ladies and Gentlemen, to start by making a few personal observations on these points: they sound programmatic but without the emphasis lent by the programmatic visions promulgated by UNESCO itself I should not be standing on this platform today.

*) delivered in German

1. Lifelong Learn ng - Opportunity and Challenge

At the start of the coming millennium, human society faces problems which can no longer be overcome by conventional means of education and training. Here are just a few key words:

- The endangering of sustained, future-oriented development by the destruction of the environment, social rejection and economic exploitation,
- Illiteracy affecting almost a billion people,
- Growing unemployment in many states, which may be exacerbated by the globalization of technology and the economy,
- Persistent discrimination against women in many societies,
- The lack of readiness to serve the common good and to accept social responsibility.

This conference will and must face up to these challenges. It aims to clarify the evident need for, and role of adult education in the transition from the production to the information society, and thereby to open up new perspectives on lifelong learning.

The challenges of our time can only be met through the well-trained co-operative efforts of all. Trained work requires not only commitment but also knowledge, knowledge which is increasingly expanding and changing with increasing speed, knowledge which must be acquired, deepened and adapted in a constant process of lifelong learning.

A few days ago, at a press conference for the German public on CONFINTEA V, Federal Minister Rüttgers used the apposite phrase in this context that lifelong learning will and must become "as important as daily bread".

Today, investment in lifelong learning is a matter of survival for everyone.

We politicians, practitioners and theoreticians of continuing and adult education must stand by the message that continuing education is investment in the future. Investment costs money, but without this investment the edifice of social development will be threatened by decay and, in the longer term, collapse. The implosion of society must be prevented by the large-scale widening and deepening of lifelong learning, of learning that accompanies us throughout life. Ladies and Gentlemen, this must also be achieved for those societies for which the transition to the information society is still no more than rhetoric.

2. Lifelong Learning - Learning without Frontiers

Only lifelong learning without frontiers - flexible, varied and available - can prepare us for the tasks before us. The draft of the Declaration on Adult Education prepared for this conference says cogently:

"*Learning throughout life is one of the keys to the twenty-first century. It is both a consequence of active citizenship and a condition for full participation in society. It is a powerful concept for fostering sustainable development, for promoting democracy, justice, and scientific and economic development, and for building a world in which violent conflict and war are replaced by dialogue and a culture of peace. Learning throughout life implies a rethinking of content and approach to education at all levels, including adult education, to open up opportunities for learning for all.*" (Declaration 1)

For a long time, adult education has no longer been a closed system. Adults learn everywhere and all the time. Phases of working and learning overlap. Adult education is an integral part of development programmes, of self-help programmes, of health and environmental education programmes. In the 1000 adult education centres here in Germany, for example, 15 million people take part in such programmes each year.

If adults have the opportunity to share in determining how these programmes are developed and conducted, if their demand is thus taken seriously, their readiness to learn and to co-operate while learning also grows.

A "learning society" should not only be a MEETING of individuals, however, but also aims at community, at participation and commitment. And it means holistic education, the equality of general, political and vocational continuing education. It is not just a question of knowledge, but of education, which means the responsible application of knowledge in all human fields.

3. Limits to Provision

Given the need, and despite all the efforts and opportunities given by the new media, provision remains limited. This is not only because of a lack of funds, but rather of the necessary breadth and availability of such provision.

Continuing education programmes for adults must take numerous factors into account, as is evident when we speak of empowerment, participation and ownership.

But we also know that: education can be selective and exclusive. Those who suffer are frequently just those who have already had negative experiences of learning in childhood and adolescence and have not overcome these experiences. Programmes must be developed for them that reawaken wasted curiosity, convey the joy of learning and encourage them to make another attempt at living. Many literacy programmes for adults are indeed making efforts in this direction, and for millions of them they are a first step into the world of learning.

4. The New Alliances

The state will continue to play a leading role, which it must not renounce, but it will not be able to dispense with the synergies and partnerships of private organizations.

The civil society, non-governmental organizations and other **private sponsors** will take on increasingly important functions in developing and conducting needs-based programmes. They are often best at organizing learning in the social environment because they work close to the source of social creativity and new ideas.

5. Challenges and Opportunities at the Conference

Today, 135 countries are assembled here, together with (1507) representatives of governments, representatives of foundations, universities and multinational agencies, and more than 1000 adult educators from the ranks of the numerous non-governmental organizations.

We have all gathered at a round table, in an alliance for education and training. Government representatives will be exposed to the suggestions and criticism of practitioners. Politicians and government representatives will explain to the practitioners the limits of what is politically and financially feasible. Experience will be exchanged worldwide, professional contacts made and intensified. A giant information market will tell us, Who provides what? Who demands what? What has proved effective under what circumstances, and what has not? And finally, What may future co-operation look like in participation and partnership?

Hamburg will build on the discussions at the major UN conferences in recent years and demonstrate the significance of adult education for lasting development, for the safeguarding of the environment, the protection of human rights, the equal role of women, peaceful coexistence amid cultural diversity, and the development of the population.

The conference will also send out a key message: Individual initiatives are not enough. Adult education must involve people as actors who decide for themselves in the societal processes of change, and give them the knowledge they require for this purpose, together with the skill to apply this knowledge responsibly.

Let me stress one last thing before I conclude:

The sustainable, future-oriented development of our world needs education. Politics must create the context in which creativity and productivity unfold and a culture of peaceful coexistence can develop.

Let us seize this chance and exchange as much as possible, let us be as specific as possible!

We do not need an agenda that remains on paper, but an agenda that gives us courage and guides our action for a viable future learning society, a learning world.

Ladies and Gentlemen, thank you for your attention.

ANNEX VII

Address by Mr Kim Howells
Minister of Lifelong Learning, UK

Thank you Rita Süssmuth.

Three months ago, I would never have imagined that I would be here addressing you today. But then, three months ago, my government had not been elected and three months ago, the UK was not a member of UNESCO. But now I am proud to be part of a new British government which believes that rights and responsibilities lie at the core of the international as well as the domestic agenda.

My government has made good its pledge to rejoin UNESCO. It is part of our pledge to maintain an overall strong commitment to the United Nations system and to its role in world-wide development. We have set up a new Government department in the UK - the Department for International Development - to provide a stronger focus for this government's activities and policies designed to help eradicate poverty in the world - the objectives of UNESCO are central to that process of development. The UK wants to work closely with the Director-General, with UNESCO member countries and with you all.

Today is part of this new beginning for the UK - this is our first opportunity since we were elected to contribute to a major UNESCO conference as a Member. I am delighted to be here leading a full delegation of experts and officials. I believe we can offer our own distinctive vision and expertise. I also look forward to hearing and learning from the experiences of others.

Conference Declaration and Agenda

This week this fifth world conference on adult learning will produce a Declaration and an Agenda for the Future. This sets out the critical issues which we all need to tackle in our own ways in order to promote lifelong learning throughout the world. There is much here that coincides with our experience in the United Kingdom. I would like to take this opportunity today briefly to set out what we are doing to create a learning society.

Promoting Lifelong Learning

At the top of our agenda is the belief that we need to engage the whole population in lifelong learning. The conference declaration stresses the need for a truly democratic education society and we support that wholeheartedly.

Because adult learning matters. It changes lives. For many in our diverse society a sound education at school and continuing adult learning is the key to employment and leads to economic prosperity. And more than this, adult learning also fuels creativity, imagination, active citizenship. Yet far too many people believe that adult learning is not for them. That there is little or no prospect of joining in.

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There should be nothing inevitable about this. That is why we in the UK place such a high emphasis on adult learning opportunities as well as excellent initial education. That is why we are determined to tackle disadvantage and exclusion to help people achieve their potential - with high quality information and advice a wide range of learning opportunities.
We recognize that while we play the lead role, Government on its own cannot achieve a learning society. A national non-governmental organization - NIACE, who are part of the UK delegation here - has helped make lifelong learning a reality for many people in the UK.

Over the last six years of running Adult Learners Week in the UK they (together with the BBC and Government support) have through a combination of television, information help lines and thousands of events successfully introduced many adults to learning. A compatriot of mine, Siwla Mills, captured the sheer enthusiasm of those involved in Adult Learners Week when she said: "Don't wait for the wind, seize the oars". I think that might serve as a useful motto for promoting lifelong learning everywhere.

Adult learners weeks now exist, for example, in South Africa, Slovenia, Switzerland, in Australia, the Czech Republic and Jamaica. I like to think that they represent a rather successful export from the UK. Each event will differ but together they offer us one lesson - that promoting adult learning is a vital task across the world.

Widening Participation

To achieve our shared objectives on lifelong learning, the conference documents rightly point out that we need to bring down the barriers which exclude people from participating.

In my country a major report on widening participation has just been published. Appropriately it is called "Learning Works" and it sets out a range of ideas about putting the uninvolved learner at the centre of our concerns. We want to ensure that we have those accessible pathways to learning which will attract adults to start learning and go on learning throughout life. To promote family and community learning. To promote quality learning opportunities which offer excellence for everyone. To look at ways to help make the cost of learning more manageable.

The UK Government has set up an expert Group to help achieve its goal of lifelong learning for all. Two of the UK delegates to this conference - Professor Bob Fryer and Alan Tacet - chair that group and will be able to tell the conference more about it during the course of the week. This is not just a matter of good intentions but of laying the basis for future Government policy.

Equal Opportunities

I have particularly noted the UNESCO concern to involve women. Equity will be one of our watchwords - for women and men, for those from different ethnic groups and those with disabilities.

Our new programme to help lone parents, mainly women, who want to go back to work is just one example of our commitment. Our New Deal initiative will help all unemployed 18-25 year Olds with quality opportunity to learn and find work. For some, improving the basic skills of literacy and numeracy will be the starting point. For others. The chance to learn new skills

including the use of information technology that will improve their employment prospects will be a priority.

University of Industry

The Agenda for the Future also recognizes that we need to embrace the challenges and opportunities of information technology. I believe we can use technology to support adult learners everywhere, if we take the right approach.

In the UK, we have now embarked on a bold new venture - the University of Industry. This will bring Government, industry and education together in a private/public partnership to use new technology to open up learning opportunities at work, in the community and in people's homes. Its aim is to use new technology to help support our aim of creating learning opportunities that are accessible for everyone.

Technology

Part of the reason why I can extol the virtues of the UFI so enthusiastically is that my Ministerial portfolio covers IT and technology and I confess to being very keen on computers, the internet and everything that technology encompasses. I like it for a number of reasons, but mainly because we are, right now, on the threshold of a technology society.

In UNESCO, we really need to harness this power and make it work for us. "Reaching the unreachable" is a phrase I have come across in the conference documents and in other UNESCO material. We can reach everybody if we invest in the right strategies. Strategies which will ensure that technology does not become another medium for division and exclusion.

Partnership

But we will not achieve that or make real progress on lifelong learning for all without partnership - a point which the Agenda for the Future makes and which I wholeheartedly support.

I know that no government can work in isolation. Neither can educationalists or employers. The new UK Government will work with its partners. At home we will draw in expertise from non-governmental organizations, experts and others. And we will work in constructing partnership internationally through UNESCO or any other forum.

Conclusion

I am proud of what we are doing in the UK. We have put education at the heart of our national agenda. I am proud that we are once again part of UNESCO because UNESCO too has education at the centre of its priorities.

An important process of change was introduced to UNESCO by Federico Mayor ten years ago. Change is not always an easy process but it offers us the chance to move in a different direction, to build strength, to realize hopes. The UK wants to help, wherever we can; to build on UNESCO initiatives and maximize UNESCO´s effectiveness and impact.

That is why I hope you will back our proposal for a UN Week of Adult Learning. We believe that such a week - which might include International Literacy Day - would be used all over the world to promote adult learning for everyone, as something that people will feel confident to participate in whatever their background or age. I do hope that our proposal will gain your support. Whatever better way to signal to the world our firm intention to put lifelong learning for all on the world map?

Because the basis for our work this week and when we return home must, I believe, be to strive to create a truly inclusive learning society. To promote learning, to create accessible learning opportunities and to help reduce the barriers to learning so that everyone has a stake in their own future and in the future of their own community. That is the challenge we face as we enter the new millennium.

ANNEX VIII

Thematic Working Groups

Literacy in the World and its Major Regions
Part 1:
Literacy in the New Environment and the Evolving Society: Chair: Victor Ordonez, UNESCO/PROAP; Speakers: Joice Kibhati (Kenya); Usa Duongsaa (ASPBAE); Jules Didacus (Saint Lucia); Hacim El Safi (Sudan); Aicha Belarbi (Morocco); Ana del Toro (INEA, Mexico).
Part 2:
Literacy, Decentralization and Local Power (Sahel): Chair: Peter Easton (Programme d'Appui au Développement Local au Sahel-PADLOS, Florida State University, USA); J M Ahlin, Byll Cataria (Suisse Development Cooperation); Speakers: Dana Fischer (Club du Sahel/OECD), Moustapha Yacouba (Projet d'Appui au Développement Local au Sahel - PADLOS, Comité Inter-état de Lutte contre la Sécheresse au Sahel, Tchad), Coumba Boly (Institut Panafricain pour le Développement/Afrique de l'Ouest/Sahel-IPDAOS), Laouali Malam Moussa (INDRAP, Niger).

Literacy and Learning Strategies
Chair: Luis Benavides (CIPE, Mexico); Speakers: Catherine Stercq (Beligium), David Archer (Action Aid, UK), Nicola Foroni (Action Aid, Guatemala), Enrique Pieck (Mexico).

Women's Education: The contending discourses and possibilities for changes
Chair: Nelly Stromquist (USA); Speakers: Renuka Mishra (NIRANTAR: A Centre for Women and Education, India); Sara Longwe (FEMNET, Zambia); Jenny Horsman (Literacy Educator and Researcher, Canada); Linnette Vassell (CAFRA, Jamaica).

Changes in the World of Work and their Impact on Adult Education and Training
Part 1:
Panel discussion on *the recent changes in the world of work*: Chair: Abrar Hasan (OECD); Speakers: Maria A. Ducci de Santa Cruz (ILO); Lurliene Miller (HEART Trust, Jamaica); BW Kerre (Moi Univ., Kenya).
Part 2:
Panel discussion on *the impact of the recent changes in the world of work*. Chair: Karamat Ali (Pakistan Institute of Labour Education & Research); Speakers: Hans-Konrad Koch (European Training Foundation); David H Fretwell (World Bank, Hungary); James Lawrence (UNDP), Felix Cadena Barquin (FLASEP, Mexico).

University-Community Partnerships: Links with the Adult Education Movement
Chair: Madeleine Blais (Univ. of Montreal, Canada); Speakers: Budd Hall (The Ontario Institute for Education, Canada); Shirley Walters and Funeka Loza (Centre for Adult and Continuing Education, Univ. of Western Cape, South Africa); Griff Foley and Jennifer Newman (Univ. of Technology, Sidney, Australia).

Monitoring of Adult Learning for Knowledge-Based Policy-Making
Chair: Heinz Gilomen (Federal Office of Statistics, Switzerland); Speakers: Albert Tuijnman (OECD); S K Chu (UNESCO); Scott Murray (Statistics Canada); Sofia Valdivielso (Canary Islands).

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Enhancing International Co-operation and Solidarity
Chair: Kasama Varavarn (Ministry of Education, Thailand); Speakers: Paul Fordham (Univ. of Warwick, International Centre for Education in Development); John Oxenham (Economic Development Institute, Worldbank); Rosa Maria Torres (The Kellog Foundation, Latin America); Rajesh Tandon (ASPBAE); Ingemar Gustafsson (SIDA); Clinton Robinson (Collective Consultation of NGOs for Literacy and Education for All); Khetsi Lehoko (National Department of Education, South Africa); Peter Inkei (Ministry of Culture and Education, Hungary).

The Multiplicity of Research on "Learning for All, a Key for the XXI Century"
Chair: Ramón Flecha (Univ. of Barcelona, Spain); Rapporteur: Peter Alheit from Institute for Applied Biographical and Lifeworld Social Sciences (Univ. of Bremen); Speakers: Hashim Abuzeid El Safi (Institute Adult Education, Sudan); John Comings (Director of National Center for Adult Learning and Literacy, Harvard Education, USA); Anita Dighe (National Institute of Adult Education, India); M. Luisa Doronila (Univ. of Philippines, Philippines); Mercè Espanya (CREA, University of Barcelona, Spain); Sergio Haddad (Açao Educativa, Brasil); Tothale Nong (AETASA, South Africa); Yukiko Sawano (National Institute for Educational Research, Japan).

Health Promotion and Health Education for Adults
Chair: Mercedes Juarez (Royal Tropical Institute, Netherlands)
Part 1:
Promoting Health through Adult Learning; Keynote Speaker: Ilona Kickbusch (WHO)
Part 2:
Trends and Issues in Current Health Education Practice; Speakers: Ximena Machicao (REPEM, Bolivia); Jonathan Geidt (CACE, Univ. of Western Cape, South Africa); Chij Shrestha (World Education, Nepal); Gerlinde Zorzi (Volkshochschule Hamburg, Germany); Kris Heggenhoegen (Associate Professor, Dept. of Social Medicine, Harvard Medical School, USA).
Part 3:
Panel discussion on *future perspectives and policies in health education and ways to implement these* ; Chair: Michèle Jean (Sous-ministre Santé, Canada); Panelists: Ilona Kickbusch, Jonathan Geidt, Chij Shrestha, Mercedes Juarez.

Cultural Citizenship in the 21st Century: Adult Education and Indigenous Peoples
Part 1:
The Changing International Context of Indigenous Peoples; Keynote speaker: Rodolfo Stavenhagen (Delors Commission)
Part 2:
The Views and Perspectives of Indigenous Organizations; Chair: Jack Beetson (Federation of Independant Aboriginal Education Providers, Australia); Speakers: Nora Rameka (Maori Adult Education Association, New Zealand); Natalio Hernadez (Casa de los Escritores en Lenguas Indígenas, Mexico); Hilda Canari Loaiza (CADEP, Peru); presentations commented by Rosalba Jimenez (Organización Nacional Indígena de Colombia).

Literacy, Education and Social Development
Chair: Sibiri Tapsoba (IDRC, Dakar, Senegal); Speakers: Mamadou Ndoye (Minister of Basic Education, Literacy and National Languages, Senegal); Malini Ghose (NIRANTAR, A Centre for Women and Education, India); Laila Kamal (Community and International Development, Egypt); Georg Elwert (Free University Berlin, Germany); David Olson (Univ. of Toronto, Canada).

Literacy Research, Evaluation and Statistics
Chair: Daniel Wagner (International Literacy Institute, Univ. of Philadelphia, USA); Speakers: C J Daswani (NCERT, New Delhi); Maki Hayashikawa (UNESCO, Paris); Claudio de Moura Castro (Inter-American Development Bank, Washington); Scott Murray (Statistics Canada, Ottawa); Jarl Bengtsson (OECD, Paris); Lalla Ben Barka (ERNWACA, Mali); Commentator: Sissel Volan (NORAD, Norway).

Literacy and Technology
Chair: Jan Visser (UNESCO, Paris); Speakers: Alan Tuckett (National Organization for Adult Learning, UK); Minda Sutaria (INNOTECH, Philippines); Gordon Naidoo (OLSET, South Africa); Christopher Hopey (National Center on Adult Literacy, USA); Sibiri Tapsoba (IDRC, Dakar, Senegal); Commentator: Mohamed Maamouri (Tunisia, ILI).

Literacy in Multilingual/Intercultural Settings
Chair: Luis de la Torre (Educator); Speakers: Enrique Camargo (Bolivia); Gloria Pinto (Honduras); Maurice Tadadjeu (PAOPELCA, Cameroon); Isabella Buague (Ministry of Education, Ghana).

Raising Gender Issues in Different Educational Settings
Chair: Thais Corral; Speakers: Vimala Ramachandran (ASPBAE, India); Lean Chan Heng (University Sains, Malaysia); Alejandra Jimenez (Chile).

Adult Education and Population Issues in the Post-Cairo Context
Chair: O J Sikes (UNFPA); Keynote Speaker: María Josefina Bilbao (Minister for Women, Chile); Speakers: Babatunde Osotimehin (The Social Sciences and Reproductive Health Research Network, Nigeria); Jacqueline Pitanguy (CEPIA, Brazil); Mona Zulficar (Shalakany Law Office, Egypt); Wanda Nowicka (Federation for Women and Family Planning, Poland); Commentators: Ansar Ali Khan (UNESCO/Bangladesh); Pramilla Senanayake (International Planned Parenthood Federation, London).

Museums, Libraries and Cultural Heritage: Democratizing Culture, Creating Knowledge and Building Bridges
Chair: Nicole Gesché-Koning (Council for Educational and Cultural Action/International Council of Museums); Speakers: Jutta Thinesse-Demel (Adult Education and Museums in Europe); Roberto Hernáiz-Landáez (Fundación ESARTE, Venezuela); Arlette Thys (International Library Association); Bian Martin (Heriot-Watt Univ., Scotland).

The Changing World of Work: Implications for Adult Education Programmes
Part 1:
Formal education for the world of work. Chair: H Müller-Solger (Ministry of Education, Science, Research and Technology, Germany); Speakers: Ikhyun Shin (KEDI, Korea); Barry Hobart (Univ. of South Australia).

Part 2:
Non-Formal Education Within the World of Work. Chair: B W Kerre (Moi Univ., Kenya); Speakers: Madhu Singh (Consultant, UNESCO, India); Bernd Overwien, Claudia Lohrenscheid and Sigyor Bakke-Seeck (Commission on Educational Research in the Third World, Germany).

Global Community of Adult Education through Information and Documentation: Developing a Network of Networks
Chair: Terrance Keenan (Syracuse University Library, USA); Speakers: Alfredo Rojas (REDUC, Chile); Shigeru Aoyagi (Asian Pacific Cultural Centre for UNESCO, ACCU, Japan); Lucien Bosselaers (ALICE, European Union); Justin Ellis (Ministry of Education and Culture, Namibia); Heribert Hinzen (IIZ/DVV, Hungary); Susan Imel (ERIC, USA); Zoran Jelenc (Slovene Adult Education Centre, Slovenia); Judith Kalman (Centro de Investigación y Estudios Avanzados, Mexico); Eva Kupidura (ICAE, Canada); Agneta Lind (SIDA, Sweden); Rosalie Ndejuru (CDEACF, Canada); Martha Nghidengua (Rossing Foundation, Namibia); Abdelaziz El Sombol (ALECSO, Arab States).
Representatives of IFLA, ERIC, ALICE, UNESCO, ICAE amongst others actively participated in this session.

Adult Environmental Education: Awareness for Environmental Action
Chair: Walter Leal Filho (Univ. of Lüneburg, Germany); Keynote address: Kim Mørch Jakobsen (Ministry of Education, Denmark); Speakers: Ruth Kiwanuka (Joint Energy and Environment Projects, Uganda); Angele Fatou Sarr (FOPEN Solaire, Senegal); Zareen Myles (Women's Action for Development, India); Pierre Foulani, Adoum N'Gaba-Waye (CREFELD, Tschad); Raul A. Montenegro (Fundación Para La Defensa del Ambiente, Argentina).

Adult Learning for Prisoners
Chair: Robert Badinter (Ancien Ministre de la Justice et Ancien Président du Conseil Constitutionnel, France); Speakers: Bernard Bolze (Observatoire International des Prisons); Jean-Claude Delcorps (Ex-Inmate, Belgium); Pastora Ortega (Secretariado Paz, Justicia, y no Violencia, Nicaragua); Zoongo Marie-Lea (Union Inter-Africaine des Droits de l'Homme, Burkina Faso).

Making Education Accessible and Available to All Persons with Disabilities
Chair: Lucy Wong Hernandez (Executive Director, Disabled Peoples International); Speakers: Khalfan Khalfan (DPI, Tanzaia); Nawaf Kabbara (NARD, Lebanon); Jahda Abu Khalil (NARD, Lebanon); Bill Langner (International Centre for Lifelong Learning, USA).

The Politics and Policies of the Education of Adults in a Globally Transforming Society
Part 1:
Is the World in the Process of a Great Transformation? Chair: Eric Bockstael (Wayne State Univ., USA); Speakers: Harbans S. Bhola (Univ. of Indiana at Bloomington, USA); Sheri Hamilton (National Literacy Coalition, South Africa); Talvi Marja (M P, Estonia); Gloria Ramirez (Mexican Human Rights Academy, Mexico); Walter Uegama (Univ. of British Colombia, Canada).

Part 2:
Is Adult Education the Right Response? Chair: T. Marja (M.P., Estonia); Speakers: Keith Forrester (Leeds Univ., UK); Jozef Katus (European Symposium on Voluntary Associations, Netherlands/Hungary); Keith McLeod (Univ. of Toronto, Canada); Rifat Okcabol (Bogazici Univ., Turkey); Daphne Ntiri (Wayne State Univ., USA); Jean-Claude Quenum (Voix d'Afrique Formation, Benin/France), Dimitris Vergidis (Univ. of Patras, Greece).
Part 3:
What Strategy and Organizational Structure is required? From Local Units to the International Organizations. Chair: Harbans S. Bhola (Univ. of Indiana at Bloomington, USA); Speakers: José Asun (Univ. of Barcelona, Spain); Ettore Gelpi (International League of Education, France/Italy); Gunther Gehre and Karel de Witte (Catholic Univ. of Leuven, Belgium); Pierre Leboutte and Lucien Pieret (Parthages, Belgium); Mara Ustinova (Russian Academy of Sciences, Russia); Mitjar Zagar (Ethnic Institute, Slovenia); George Cushingberry jr. and Tony Perry (Michigan Ethnic Heritage Centre, USA).

Literacy and Basic Skills for Community Development in Industrialized Countries
Chair: Mary Hamilton (Lancaster University, UK); Speakers: Stanislav Hubik (Czech Republic); Danielle Colombel (France); Paul Emingak (UNAVUT, Canada).

Literacy for Tomorrow
Chair: Agneta Lind (SIDA, Sweden); Speakers: Rosa Maria Torres (Kellog Foundation, Latin America); James Page (Literacy Secretariat, Canada); Bhaskar Chatterjee (National Literacy Mission, India); James Kanyesigye (Action Aid, REFLECT, Uganda).

Adult Education and Co-operation among Majority and Minority Communities
Chair: Saad Eddin Ibrahim (Ibn Khaldoun Centre for Development Studies, Egypt); Speakers: Mona Makram-Ebeid (American Univ. of Cairo, Egypt); Teeka Bhattarai (Seacow, School of Ecology, Agriculture and Community Works, Nepal); Smaranda Enache (Liga Pro Europa, Romania); Alan Phillips (Minority Rights Group, UK).

New Information Technologies: A Key for Adult Learning?
Chair: Pauline Marois (Minister of Education, Quebec, Canada); Speakers: Mamadou Ndoye (Minister of Education, Senegal); Lalita Ramdas (International Council of Adult Education, India); Rafael Roncagliolo (World Association of Community Radios, Peru); A P Hardhono (Media Research Centre, Indonesia); Eero Pantzar (Dept of Education, University of Tampere, Finland).

Adult Environmental Education: Awareness for Environmental Action
Chair: Walter Leal Filho (Univ. of Lüneburg, Germany); Speakers: Ejvin Beuse (The School's Energy Forum, Denmark); Shirley Follen (NAAPAE, Canada); Vilma McClenan (Caribbean Regional Council for Adult Education, Jamaica); Roobie Guevara (Centre for Environmental Concerns, Philippines); Kerrie Stratley (Wainmate, Fiji).

Policy and Social Implications of the Changing World of Work
Part 1:
Policy-making and its political implications. Chair: Lurlienne Miller (HEART Trust, Jamaica); Speakers: Tony Greer (Dept of Employment, Education, Training and Youth Affairs, Australia); Karamat Ali (Pakistan Institute of Labour Education and Research).

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Part 2:
Democratisation and the empowerment. Chair: Tony Greer (Dept of Employment, Education, Training and Youth Affairs, Australia); Speakers: Ettore Gelpi (International League of Education, France/Italy); Helga Forster (Federal Institute for Vocational Training BIBB, Germany).

Migrant Education
Chair: Andrew Ma (CARITAS, Hongkong)
Part 1:
Panel presentations *comparing migrant education practices in Asia and Europe.* Speakers: Stella Dadzie (Learning to Live in a Multi-cultural Society Adult Education and Training Network); Christiane Wilkening (Senatsamt für Gleichstellung, Hamburg); Lin Ching Hsia (Informal Centre for Labour Education, Solidarity Front for Women).
Part 2:
Small group workshops. Chair: Jakob Erle (Association for World Education); Speakers: Rene Mark Nielsen and Carsten Levin (Denmark); Pat Mix, Vicky Morales and Iska Koch (Amnesty for Women); Andrew Ma (CARITAS, Hongkong).

Adult Learning, Democracy and Peace
Part 1:
Panel Discussion on *Adult Learning and the Challenges of the 21st Century.* Chair: Owe Korsgaard (Association for World Education, Denmark); Speakers: Edicio de la Torre (Philippines); Dani W Nabudere (Uganda); Shirley Walters (Univ. of Western Cape, South Africa); Teresa Quiroz (Association for World Education, Chile).
Part 2:
The Pedagogical Challenges of Promoting Democracy and a Culture of Peace. Chair: Jakob Erle (Association for World Education).

Adult Learning and Ageing Populations
Chair: Lesley Hart (Univ. of Strathclyde, Scotland); Presentation of Session: Huib Hinnekint (Centrum voor Andragogisch Onderzoek, Belgium); Speakers: Teresa Lodetti (FERPA, Belgium); Rosa Ma. Falgas (ICAE-EAEA, Spain); Noel Rey (FIAPA, France); Nelly Schwarz (CEAAL-ANOS, Chile); Lucia Hornes (REPEM-CEAAL, Uruguay).

Universities and the Future of Adult Education in the 21st Century: The Demise of the Ivory Tower?
Chair: John Morris (International Congress of Univ. Adult Education, Canada); Speakers: Mechthild Hart (De Paul University, USA); Renuka Narang (Univ. of Bombay, India); Shahrzad Mojab (OISE, Canada); Ina Grieb (Univ. of Oldenburg, Germany); Widar Hvamb (Norwegian Council of State Colleges).

The Economics of Adult Learning: The Role of Government
Chair: Ylva Johansson (Ministry of Education and Science, Sweden); Speakers: Toshiko Nomura (Nomura Centre for Lifelong Integrated Learning, Japan); Ronald Pugsley (United States); Jan Van Ravens (Netherlands); Roy Carr Hill (United Kingdom); Qutub Khan (UNESCO Regional Office Bangkok); David Atchoarena (IIEP, Paris); Bhaskar Chatterjee (National Literacy Mission, New Delhi); Abrar Hasan (OECD); Dirk van Damme (Ministry of Education, Flemish Community, Belgium).

ANNEX IX

List of Participants in Public Round Tables

Public Round Table I

Learning Gender Sensitivity - Practising Gender Justice

Chairperson: Kasama Varavarn, Thailand, Director-General of the Department of Non-Formal Education, Ministry of Education

Panelists: Josefina Bilbao, Chile, Minister of the National Women's Service, Juliette Dworzak, Sierra Leone, Chairperson of the Board of Trustees of FEMNET and Director of the Gender and Research Studies Department of the University of Sierra Leone, Smaranda Enache, Rumania, President of Liga Pro Europa, John Mutorwa, Namibia, Minister of Basic Education and Culture, Rabea Naciri, Morocco, Professor at the University Mohamed V of Rabat

Public Round Table II

Cities of Learning: The Rebirth of Industrial Cities and Adult Learning

Moderators: Richard Connolly, USA, Professor, Rockland College / New York State University, Lu Hanessian, USA, broadcast journalist

Panelists: Jarl Bengtsson, Sweden, Director of the Centre for Educational Research and Education of OECD, George Cushingberry Jr., USA, Michigan Ethnical Heritage Center, Talvi Märja, Estonia, Member of Parliament of the Republic of Estonia and President of the Estonian Commission for Culture and Education, Daphne Ntiri, USA, Wayne State University /Detroit, Tony Perry, USA, Michigan Ethnical Heritage Centre, Elston Sepie, South Africa, representative of the South African Township Communities Movement, Walter Temelini, Canada, Professor for Multi-Cultural Education, University of Windsor/Ontario

Public Round Table III

Consequences of Literacy: Adult Literacy and Human-Centred Development

Chairperson: Rosa Maria Torres, Ecuador, Programme Director for Latin America and the Caribbean (based in Argentina) of the Kellog Foundation

Panelists: Mamadou Ndoye, Senegal, Minister of Basic Education, Bhaskar Chatterjee, India, Director-General of the National Literacy Mission, Leila Kamal, Egypt, adult education activist in the public domain, Patricia McNeil, USA, Deputy Secretary of State, United States Department of Education

LIST OF PARTICIPANTS / LISTE DES PARTICIPANTS

Member States / Etats membres

AFGHANISTAN
Dr Ravan Farhadi
Ambassador, Permanent Representative of the Islamic State of Afghanistan to the United Nations, Head of Delegation

Mr Hafizullah Ayubi
Chargé d'Affaires, Minister Counsellor, Embassy of the Islamic State of Afghanistan in Bonn

Mr Mohmed Hashem Taufiqui
Consultant Eng Economist, Afghan Emigrants and Afghanistans

Mr Chalid Harris
Social Studies Student

ALGERIA/ALGERIE
M Rabah Bouali
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Invited in accordance with document 149 EX/7, Executive Board decision 3.2.3

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Invited in addition to document 149 EX/7, Executive Board decision 3.2.3

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ANNEX XI

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(ii) Oral Report
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